# REPORT RESUMES

ED 017 596　　24　　UD 005 642

THE PREFACE PLAN, A NEW CONCEPT OF INSERVICE TRAINING FOR TEACHERS NEWLY ASSIGNED TO URBAN NEIGHBORHOODS OF LOW INCOME. FINAL REPORT.
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REPORT NUMBER BR-6-1365　　PUB DATE　AUG 67
CONTRACT OEC-3-6-061365-0711
EDRS PRICE　MF-$0.50　HC-$4.60　113P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *SUMMER WORKSHOPS, *DISADVANTAGED YOUTH, *TEACHER PERSISTENCE, *TRAINING OBJECTIVES, RESOURCE TEACHERS, OBSERVATION, MEETINGS, DISCIPLINE PROBLEMS, LOW INCOME GROUPS, TABLES (DATA), LECTURE, HOME VISITS, FILMS, JUVENILE COURTS, TEACHING, PARENT ATTITUDES, URBAN AREAS, TEACHER ATTITUDES,

AN INSERVICE TRAINING PROGRAM CONCENTRATED ON INCREASING THE CONFIDENCE AND COMPETENCE OF TEACHERS NEWLY ASSIGNED TO SCHOOLS IN LOW INCOME NEIGHBORHOODS. TWENTY-ONE TEACHERS (NINE WITH NO PREVIOUS TEACHING EXPERIENCE) WHO HAD ACCEPTED POSITIONS FOR THE FOLLOWING FALL WERE GIVEN A 6-WEEK SUMMER WORKSHOP WHICH INCLUDED LECTURES, HOME VISITS, FILMS, JUVENILE COURT ATTENDANCE, TEACHING SMALL GROUPS OF CHILDREN, AND SPEAKING WITH MOTHERS RECEIVING AID TO DEPENDENT CHILDREN. RESOURCE TEACHERS WHO WOULD WORK WITH THEM DURING THE YEAR ALSO ATTENDED. THE TEACHERS FELT MORE CONFIDENT AT THE END OF THE SUMMER AND PARTICULARLY VALUED THEIR DIRECT EXPERIENCES. RESOURCE TEACHERS, BUILDING PRINCIPALS, AND THE PROJECT DIRECTOR OBSERVED EACH TEACHER'S CLASSROOM DURING THE YEAR AND OFFERED HELP IN DIFFICULT AREAS. MONTHLY INSERVICE MEETINGS WERE ALSO HELD. DURING THE SCHOOL YEAR DISCIPLINE WAS VIEWED AS THE GREATEST PROBLEM, BUT IT IMPROVED AS THE YEAR PROGRESSED. AT THE END OF THE YEAR 19 OF THE TEACHERS WERE RANKED BY THEIR PRINCIPALS AS AVERAGE OR ABOVE, AND 20 ELECTED TO TEACH IN A LOW INCOME SETTING, IN COMPARISON WITH THE EIGHT WHO DID SO AT THE BEGINNING OF THE PROGRAM. (AF)

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Final Report

Project No. 6-1365
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# THE PREFACE PLAN: A NEW CONCEPT OF INSERVICE TRAINING FOR TEACHERS NEWLY ASSIGNED TO URBAN NEIGHBORHOODS OF LOW INCOME

August 1967

U.S. Department of
Health, Education and Welfare

Office of Education
Bureau of Research

UD 005642

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Project No. 6-1365

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UD005642

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The Ohio State University

Columbus, Ohio

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## Introduction

The need for better urban schools in neighborhoods of low income is widely recognized. In a recent progress report to the U.S. Commissioner of Education, the Panel on Educational Research and Development declared: "By all known criteria, the majority of urban slum schools are failures. More than half the students of each age group fail to complete high school and five per cent or fewer go on to some form of higher education. In many schools the average measured I.Q. is below 85, and it drops steadily as the children grow older." (1) Corroborating these findings is the 1964 Project Talent followup study of the 440,000 twelfth graders of 1960 which shows: "In some poverty areas, over 90 per cent of the students are in the bottom 10 per cent of all 18 year olds in general educational achievement and are far below the average of unskilled workers in industry." (2) Martin Deutsch cites the common lament of slum educators who suggest that up to 60 per cent of lower class children are retarded two years or more in reading by the time they leave the elementary school.(3) In the estimate of George Spache, head of the reading laboratory at Florida University, as many as 30 per cent of the youngsters entering junior high school in some disadvantaged neighborhoods may not have developed the reading comprehension skills needed to do class work on that level. (4) It would seem that from whatever vantage one views the educational prospect for children of the poor, the outlook is bleak.

In 1950 approximately 10 per cent of the pupils in fifteen of the largest city school systems were classified as disadvantaged. Projections for 1970 indicate that in those same cities more than one-half of all the youngsters will be disadvantaged. Francis Keppel, former U.S. Commissioner of Education, in Congressional testimony cited data from the studies by the Great Cities Program for School Improvement which indicate that of this nation's 3,700,000 students currently enrolled in the tenth grade of inner-city high schools, one-third may dropout prior to graduation.(5) In view of these dramatic statistics, the mounting national concern urging improved inner-city education seems warranted.

The problem of low achievement among children of the poor is further complicated by a high incidence of teacher turnover. Passow (6) contends that low income neighborhoods are not the first choice of most teachers and many recruits for these positions are young people who must accept placement in schools where there are openings. Thus, these difficult schools sustain the highest rate of teacher turnover, the greatest number of vacancies and the least experienced faculty. Such conditions minimize faculty cohesion and effectiveness. The Hauser report describing education in central Chicago indicates that the schools there are staffed by younger teachers who have less formal education, less experience and among whom a higher rate of turnover obtains than in the city's outlying areas. Data indicates six times as many temporary appointees in Chicago's slum districts than in other parts of the city and only one fourth as many teachers with graduate degrees. (7) As for teacher mobility, Baykin (8) found that transfers away from Chicago schools in the economically depressed areas of the city were more than ten times greater than transfers out of schools in contrasting advantaged areas. No major city has resolved the problem. According to Haubrich (9), 34 out of 100 teachers appointed to the Burrough of Manhattan do not even accept an appointment at the schools to which they have been assigned. Most of those who do accept positions leave as soon as they have an option to do so.

The inability of beginning teachers to cope with the shock of reality in Chicago's slum schools was found to lead to transfer away from these schools. Wagenschien (10) interviewed 51 graduates of Chicago Teachers College assigned to the low income settings and found that over one-half of them wanted to transfer. Harry Rivlin (11) has described the unwillingness of new teachers to accept inner-city appointments and the tendency of their experienced colleagues to seek transfers or in some cases leave teaching as a subtle, nation-wide strike which cannot be halted by a court injunction. In Rivlin's estimate, fear is the major reason for this condition. "They, the young teachers, are afraid they will be trapped in a blackboard jungle; they are afraid of possible physical attack; they are afraid they cannot deal with the situations they will meet in the schools; and they are afraid that they will have to spend their days being policemen rather than teachers." (11) In a study of the role and career problems of public school teachers in Chicago, Becker (12) traced in detail the attitudes and experiences of teachers which resulted in transfer requests. He concluded that assignment to a slum school results in trauma for the new educator who comes face to face with the hard facts of school life, causing some to leave the profession entirely.

Impressed by the high incidence of teacher turnover in low income schools, certain educators have come to perceive the turnover phenomenon as the greatest single problem we face rather than perceiving it as a natural outcome of inadequate teacher preparation. Accepting the notion that the issue is more a case of inadequate teachers than of inadequate teacher preparation, the intended solutions center upon recruitment. How can the good teachers be led to leave wherever it is they now are to assume an inner-city position? Implicit in this attempt to recruit so-called good teachers from other neighborhoods is the assumption that doing well as a teacher probably bears little relationship to the context; that is, good teachers are everywhere the same and moving them will in no way alter their effectiveness; they are simply good in any context, low or middle income.

Accordingly, proposals have been forthcoming ranging from Galbraith's (13) call for a national teaching corps to be composed of 10,000 of the nation's best educators paid at the rate of $12,000 per year to local attempts for redefining the status positions. The latter strategy stems from the persuasion that some 'good' teachers will not stay in the inner city because of low status and the popular inference that 'if one is any good, he will teach elsewhere'. To reverse the image, it is advertised that the inner-city job is the toughest and demands the most competent teacher. Moreover, it is the dedicated who choose to work in the inner city. Implicit in this last statement is the position that those who work in other neighborhoods than low income are somewhat less dedicated.

Personally, I find officious any assertion that teachers in one socio-economic context, by virtue of their assigned location, can necessarily be assumed to care more or less than someone teaching in another kind of setting. Neither can professional advance be made by claims that the dedicated teachers are mostly in the slums -- it is better we recognize that wherever teachers are assigned the job is difficult and its success requires dedication.

A more enlightening view of how turnover rate may be diminished derives from the teachers themselves who claim inadequate preparation for the job as a major cause. Groff's (14) study of the responses of 294 teachers in 16 schools serving Negro-Mexican-American ghettos in a large city suggests that an important reason for the high turnover is the teacher's awareness of his inadequacy for this kind of teaching. (Perhaps we have underestimated the humanity of those who transfer out of the inner city.) The new teacher especially rejects the inner-city situation because of "an inability to comprehend, understand and cope with the multiple problems of language development, varying social norms, unacceptable pupil habits, behavior which is not success oriented, discipline, lack of student or home cooperation, and achievement levels well below the expected." (6) (c.f. 15, 16, 17, 18, 19, 20, 21)

Recognizing the best approach to this problem to be more one of teacher preparation than recruitment of teachers, some educators at the university level have initiated preservice programs to equip persons electing to prepare for inner-city positions. For example, at Hunter College teachers are prepared in the particular school where they will eventually be employed. The specific notions being tested by the Hunter program and others resembling it such as the BRIDGE (Building Resources for Instruction of Disadvantaged Groups in Education) project of Queens College are:[1*]

- Student teaching can be both challenging and rewarding in a personal and professional sense;
- The apprehensions of prospective teachers are best alleviated and their perceptions modified by direct, wide contact with education and community workers and leaders;
- A team of professionals from the depressed-area school itself -- such as subject matter specialists, curriculum experts, and social psychologists -- is required for introducing the student teacher to the particular demands of these schools and for helping orient him to working with children in this special context;
- Participation in a program for teaching in a depressed-area school should be voluntary on the student's part and must begin early in his college career. (6)

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[1*] In response to the need for an ever-increasing competence among teachers assigned to "difficult" schools, seventeen New York City colleges and universities are now cooperating with the City Board of Education to provide specially designed training courses. The institutions involved are Bank Street College, Brooklyn College, City College, Fordham University, Hunter College, Long Island University, Marymount Manhattan College, New York Medical College, New York University, Notre Dame College, Pratt Institute, Queens College, St. Johns University, St. Joseph's College, Teachers College of Columbia University, Wagner College and Yeshiva University. Each of these organizations conducts its individual program in campus schools established in 33 public elementary buildings most of which are located in low-income districts. Here student teachers, along with preservice candidates, observe and participate in demonstration lessons and classroom operation as well as gain firsthand information about community mores and behavior. The campus school arrangement also provides an opportunity for educators to try out new methods, techniques and materials designed to meet the needs of disadvantaged children. (22)

Basing each of these ventures is a hope and an assumption that some of the special problems indigenous to slum teaching will better be resolved by those whose undergraduate training prepared them for work among the underpriviledged.

Unfortunately, most of the new teachers assigned to difficult schools in the nation's major cities have not received any specialized training for inner-city work. Many of them attended colleges located outside the metropolitan context and were tutored by professors who with few exceptions have never had or have not recently had experience in a slum school setting. Moreover, most new inner-city staff did not volunteer for their assignment as is the case in the BRIDGE project and similar programs. For them there has been no previous contact with life in neighborhoods of low income, no field experience or academic encounter with children of the poor.

To reiterate, the need for better preparation of teachers assigned to urban schools in neighborhoods of low income is widely recognized. (9, 17, 18, 20) It is not a matter of lacking guidelines for the professional sequence to be offered in training prospective urban teachers or being without reasoned assumptions to base such university-public school cooperative programs. (23, 24) Indeed one major by-product of the Great Cities Research Council (28) has been the development of a number of public school-university liaison arrangements in Boston, Buffalo, Cleveland, Chicago, Detroit, Los Angeles, Milwaukee, New York, Pittsburgh and Washington, D.C. In these cities programs range from an undergraduate urban semester to the master of arts degree in urban teaching and involve activities such as tutorial work with disadvantaged children, living in the central city while student teaching and team teaching with videotape feedback.

However commendable the increasing number of preservice teacher programs designed to focus upon inner-city work may be, they do not at present equip a sufficient number of candidates to confront an ever-growing population of culturally deprived children. Moreover, there is no convincing evidence that a large number of candidates would elect inner-city training were it widely available. Such programs are voluntary and as most prospective teachers do not aspire to teach the poor, they seldom elect to take courses regarding the disadvantaged child. Yet, each year a number of new teachers accept a job in a metropolitan area and find themselves assigned to a position in the inner-city. The best communal response to this circumstance is not to lament the teacher's lack of special preservice training or to hope that by trial, error and patience he will survive. Some way must be found to provide all those assigned to teach in the inner city -- whether schooled in problems of disadvantaged or not, educated in an urban university or a rural liberal arts college -- with the preface of understanding and experience that scholars and schoolmen contend they must possess in order to be effective.

To be more specific, some writers indicate that it is crucial to realize children who come from disadvantaged areas have severe educational, social and emotional problems and these children often act out the problems at home, in the neighborhood and at school. This situation means that the beginning or experienced teacher must be equipped with certain skills essential for success in schools serving disadvantaged areas. In Haubrich's (25) judgment, the teacher must acquire:

- The ability to understand and utilize developmental and remedial reading procedures
- The ability to organize and routinize specific classroom procedures
- The ability to reconstruct syllabi, textbooks, and reading materials in terms of the background of students
- The ability to work effectively with small groups within the classroom and to know when to use such procedures
- The ability to adjust new entrants to the classroom situation quickly
- The ability to construct and use concrete materials for classroom work
- The ability to handle aggression and violence
- The ability to use individual and group procedures in gaining classroom discipline
- The ability to know when a child should be referred and to whom
- A knowledge of the language patterns in an area and the ability to correct such patterns
- A knowledge of neighborhood and family to see what effect this has on classroom work and procedures
- The ability to translate the "academic" knowledge of children from depressed areas into specific procedures for classroom use

At this juncture, it is important to understand also the reasons why some university personnel prefer not to initiate special undergraduate programs to equip prospective teachers for inner-city positions. The reluctance to do so is improperly dismissed as being simply a case of ignorance about the poverty population and consequent discomfort with the prospect of having to teach about working among them. Instead many professors contend that the undergraduate need for general teacher education alone already exceeds what can be accomplished in a four-year curriculum, excluding any socio-economic or neighborhood specialization. As a result, there is much support for and some action toward extending general teacher preparation to include five years of training. In this connection Schueler (26) reminds us that we need to: "destroy the naive notion that teachers can be turned out like automobiles -- that they can be given a predetermined body of knowledge, a motor of predesigned practices, and an increasing application of salary fuel and lubrication (for more is needed as the machine gets older) and sent out to fulfill a standardized function. If we pursue this analogy much further, we come to the dangerous realization that automobiles are built for quick obsolescence without presumption of tenure."

The concept of inservice education is based upon a realization that the beginning teacher is not a finished product but instead is a person equipped for minimal performance. Because universities are unable to operate separate training programs to fit the unique needs of each school system to which their graduates are sent, elements of concern relating to local needs are bound to be omitted. So this means that whatever needs are unique to the community and its teaching assignment ought to become the focus for inservice orientation and training. If these indigenous needs are met at all it will be through inservice, an aspect of teacher training far more important than generally recognized -- one that may warrant a number of new positions perhaps headed by an assistant superintendent charged with the responsibility of staff development. Some public school leaders claim their inner city is different from the inner city of other metropolitan areas; yet this supposed recognition of indigenous problems seems to vanish when it comes to hiring new teachers. In recruitment the notion seems to be that whether one was schooled at an Iowa college or New York City college they are both adequately prepared -- and if not, it is the fault of the college since public schools are not charged with the responsibility of teacher preparation. My hunch is that the tenure of this excuse will soon expire as it comes to be generally recognized that public schools should be more involved in the training of teachers. For example, the Detroit school system must make up the difference in training between what a new teacher from an Iowa college was offered and what is required for success in downtown Detroit.

Finally, training prospective teachers for neighborhood types closely resembles the scheme of training teachers to work with pupils of separate ability levels -- gifted, average and slow. When the notion is accepted that all people from a given socio-economic strata are more alike than different, then the income referrent becomes the prime feature for distinguishing among children. If ever we are to properly recognize the differences among children, my hunch is that it will not occur by basing teacher training on the neighborhood context of intended service. These are poor criteria for differentiating among individual children unless it be assumed that what makes children alike is the income of their parents or their common place of residence -- a very tenuous proposition in my judgment. And especially is this so at a time when we ought be looking more toward, how to determine and honor differences among children rather than expect likeness.

Inservice training would seem to be a key factor in preparing most teachers who by choice or circumstance are assigned to the inner city. A number of school leaders have recognized the inservice training approach as the more feasible alternative for them rather than an emphasis upon recruitment schemes or the urging of preservice preparation. The beginning teacher lacking special training for his assignment must depend upon the school system's provision for help. Higher rates of personnel turnover in slum schools than elsewhere (6, 7, 9) and the reported reasons for leaving by those who resign or transfer seem to lend credence to the assertion that in many cases inservice help was insufficient or too late.(14, 20) Indeed, teachers of culturally deprived children in eight major cities complain that inservice training is seldom relevant and begins at a time during the school year when some first-year staff members are already beset by insurmountable difficulties, others have altered their aspiration from teaching pupils to merely taking care of them, and some have given up altogether. (27) To overcome certain shortcomings of the traditional inservice concept, it appears feasible to offer new inner-city teachers a preface of planned experiences to equip them with the confidence, attitudes and understandings that will permit their pupils an education and themselves a chance for a rewarding classroom situation.

Previous to the Preface Plan described in this report, no metropolitan school system had explored the prospect of initiating a concentrated relevant training program for new inner-city staff that begins after being hired but prior to the assumption of teaching duties. The time factor -- when inservice is provided -- may be a crucial determinant influencing the beginning teacher's attitude toward his role, the relevance and effectiveness of his instruction, his degree of satisfaction and length of tenure. Therefore, the problem of this proposal was to fieldtest the effectiveness of what is termed a Preface Plan. The Preface Plan began the summer (1966) preceding the assumption of inner-city elementary school classroom responsibilities by its twenty-one participants and terminated upon completion of their first-year assignment (June 1967). Designed to offer staff new to the inner city a preface of positive experiences to increase the likelihood of their success, the Preface Plan might be given serious consideration as a national model for the inservice preparation of those selected to teach culturally deprived children. The program is structured in such a way that any urban school system working in conjunction with an institution of higher learning or, independent if necessary, can better keep its promise of providing an adequate education for all children of the community.

The major goals of this curriculum project are to:

1. Demonstrate the Preface Plan concept of inservice education for teachers newly assigned to urban neighborhoods of low income

2. Prepare a descriptive account of experiences provided by the Preface Plan so that the document might later be used as a guide for other urban centers

3. Assess the value of the Preface Plan in terms of increased teacher confidence and competence.

The principal questions for which this project will provide answers are:

1. Does the Preface Plan represent an effective mode for providing teachers newly assigned to urban schools in low income districts with increased confidence and competence?

2. What dimensions of the Preface Plan appear to be most helpful to first-year teachers?

3. Is the Preface Plan of teacher preparation a tenable alternative for adoption by other urban centers?

## Method

### Initiating the Plan

In order for the Columbus Preface Plan of 1966-1967 to most benefit those who would consider its prospect for their own city, a chronological approach to reporting seems appropriate. This method favors the description of events in proper sequence; it also indicates more clearly the conditions basing improvisation of procedure; and, just as important in my estimate, the chronological method of presentation shows the project mistakes in the temporal position of their occurrence, a fact of great advantage for those electing to replicate the study since they are thus enabled to adapt our best elements without repetition of the errors.

During the Spring of 1965, at my request, the Columbus Superintendent of Schools Harold Eibling and Assistant Superintendent Joseph Davis met to discuss the possibility of cooperatively submitting to the U.S. Office of Education a curriculum demonstration proposal that I had prepared concerning inservice training for teachers newly assigned to schools of low income. It was then decided that, if funded, the year-long Preface Plan would commence during the summer of 1966 for thirty new teachers whose assignments would involve Fall 1966 service at one of three elementary schools located in a Columbus poverty area. For a six-week period during the summer these thirty participants would be paid to attend a special training workshop held at The Ohio State University in Columbus. Three senior faculty members from each school would also be paid to attend the workshop as well as one administrator representing each of the buildings to which the Preface teachers would be assigned in the Fall. The purpose of inviting the senior faculty and administrators was to build support for the Preface participants into the schools where they would be placed, to establish an early relationship of cooperation, mutual effort and cohesion among these faculty members. Together the 42 people -- 30 newly assigned teachers, 9 senior faculty and 3 administrators -- would encounter in the summer workshop a curriculum of academic and action experiences designed to foster confidence and the kinds of competencies generally considered as requisite for teaching success in classrooms of low-income districts.[2*] More specifically, course content was to involve the following sociological insights, psychological understandings and motivational techniques.

Sociological Insights

- Behavioral norms, customs, and values that influence pupils in low income districts
- Incentive systems indigenous to low-income urban life that affects motivation, discipline and rapport
- Identification and utilization of educational strengths emerging from life in an extended family
- Analysis of research regarding the culturally deprived child and his environment

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2* The university panel reviewing this proposal unanimously discouraged a design of control and experimental teacher grouping since the purpose was not to determine how much better systematic training may be than no approach at all but rather what we intended to determine was: Does the Preface Plan result in greater teacher confidence and competence as assessed by the teachers themselves and the colleagues with whom and for whom they work?

- The role and function of communal agencies in neighborhoods of low income
- Familial and school influences on academic failure and dropout
- National occupational outlook for the predictable future

## Psychological Understandings

- Measures of intelligence and supplemental indices of potential
- Informal testing techniques and the evaluation of achievement by other than paper and pencil assessment
- Research findings regarding the import of teacher aspiration and attitude in helping each child reach his educational prospect
- Understanding self concept and the ways by which it may be altered
- Alternative measures of determining pupil progress
- The nature and practice of prejudice
- Structure, operation and influence of peer groups in relation to the school
- Behavioral mechanisms through which children of the poor can most be influenced

## Motivational Techniques

- Selection of materials and techniques for working with slow learners
- Understanding and accepting student differences in pace and preferred learning styles
- Methods of teaching remedial reading
- Alternatives in situations requiring disciplinary action
- Parent-teacher conferencing procedures and other methods of improving the home-school partnership
- Functions and strengths of supportive staff members
- Appropriate reading materials and other subject matter for children of minority groups
- Exemplary educational programs operative in slum situations of major United States cities

## Selection of Participants and Schools

All thirty participants were expected to begin their initial assignment at one of three low-income elementary schools in Columbus, Ohio. Two of these schools, Hamilton and Heyl, are located in a predominantly low-income white district while the third school, Windsor, serves a neighborhood of low-income Negroes. In January 1965, approximately one-third of the staff members in these three schools were first-year teachers. Considering projected pupil enrollment and teacher turnover figures for recent years, it was anticipated that a similar number of new staff would be needed for the 1966-1967 school year. But if the estimated need for new staff was substantially less than expected in any of these three selected schools, an alternate school was to substitute.

In April 1966, notification from Washington, D.C. arrived indicating that the Preface Plan Project proposal had been approved at the level of funding requested. This consisted of a $63,254 federal contract to be supplemented by a $29,112 local share for a total project of $92,366. Since the Spring quarter at The Ohio State University was in mid-session, it was necessary for me to fulfill the teaching load already underway while concurrently selecting participants for the Preface Plan Project and organizing its summer activities.

To proceed with the necessary arrangements for selecting the teacher sample, Joseph Davis of the Columbus Public Schools was contacted. As Assistant Superintendent of Special Services with major responsibility for education at the 47 schools utilizing

Title I funds, Davis had by prearrangement been designated as the responsible administrator of the public schools to whom all project requests ought be addressed. In this case the need was obtaining as soon as possible the names and addresses of the newly hired teachers whose Fall 1966 assignment located them at one of the three elementary schools already specified as the sample. In consultation with the personnel director, it was learned that the teacher turnover expected for the intended school sample had not eventuated. Indeed, not one of the 47 target area schools would in the Fall of 1966 have as many as 7 vacancies. Therefore, to identify the desired number of participants would require considering additional schools.

By mid-May several other low-income schools were identified in which new teachers had already accepted Fall assignments. Letters were posted to these persons describing to them the nature of our program, the benefits expected and a request that they favorably consider becoming a Preface Plan participant. (See Appendix A) A number of the prospective participants, though expressing interest in the plan, were unable to accept the invitation since it came to them at such a late date; of 21 rejecting the invitation, most did so because their summer plans were already complete. When by mid-June twenty-one participants had been selected, we were of course pleased but at the sametime disappointed in that the assignments would not be confined to three elementary schools as originally planned. Instead the teachers were positioned at eleven schools which as an aggregate by roundtrip from the university would approximate 40 miles.

At that juncture, several factors seemed to urge an improvisation of procedure. First of all, given the already large number of schools, it appeared tenuous to extend the number of participants beyond twenty-one to the original intention of thirty. Moreover, the greater number of schools, eleven, than we had intended, three, meant there would be a reduced chance to pursue the objective of engendering faculty cohesion among the group and support by experienced teachers for their new colleagues. So long as three schools had been the base, we anticipated inviting to the summer workshop three senior faculty members from each school and one administrator; that is, nine senior faculty to whom the newly assigned teachers would have recourse for assistance in their building as well as three administrators, one from each school.

What could be done in terms of teacher support if the sample number of schools was eleven? Certainly the summer budget for nine senior faculty plus three administrators (total of 12) would not permit three senior faculty from eleven schools plus eleven administrators (total of 44); neither was it possible for the limited project staff, then consisting of its director, a graduate assistant and a secretary to properly fulfill the number of associations that 44 persons represented for individual and group meetings throughout the 1966-1967 school year. In the attempt to devise some reasonable alternative that would permit our original purposes, Joseph Davis proposed that the support objective might be met by relying not upon senior faculty but instead upon several of the resource teachers whose regular responsibility was to help teachers of the target schools.

Resource teachers are chosen within the Columbus system on the basis of demonstrated competence as classroom teachers. It was suggested that five resource teachers be paid to attend the workshop. It was also recognized that even though the eleven principals could not at this late date be committed for the entire workshop, they should each be invited to attend a single session with pay in order to acquaint participants regarding their school and its neighborhood as well as take part in the workshop activity of the day.

The U.S. Office of Education was informed that circumstance had prevented our using the original intended sample of thirty teachers newly assigned to three schools along with nine senior faculty and three administrators (total of 42) and that we now hoped to use twenty-one teachers (nine of whom had not previously taught and the remaining twelve never having taught in low-income settings), five resource teachers and eleven principals (total of 37). Our improvisation was sanctioned and the next task became one of organizing the summer program.

Before describing the 1966 summer program and component activities, it is pertinent to briefly consider the sample teacher population. Appendix B through D presents a description of each school by its principal, population statistics for each building and grade level enrollment figures for the Preface Plan participants' classroom. Among the twenty-one Preface Plan participants, all of whom were new to the Columbus Public Schools in Fall 1966:

- None had previously taught in low-income schools although slightly more than half indicated previous teaching experience.

- Less than 40 per cent indicated low income as the neighborhood choice for their school assignment.

- The nineteen women and two men are relatively young (modal age 23), half are married, and all hold at least a bachelor's degree in education. In terms of race, three of the females are Negro.

- Approximately 80 per cent undertook positions in grades kindergarten through third grade; a variance in class size obtained from 1:15 to 1:39.

- Some work in buildings with a pupil population under 200 while others serve in settings where the enrollment exceeds 1,000.

- As an aggregate serving in eleven schools, the Preface Plan teachers have been responsible for 735 pupils who represent nearly an equal distribution between the Negro and white elements.

## Workshop Activities

Enabling Preface teachers to learn about Columbus and the section of the city in which they would teach dictated a localized focus for the summer workshop. From consultation with civic leaders and university personnel the conviction grew that to the extent possible these teachers should become aware of the function and activity of local agencies serving the poor community. More specifically they should know something about the welfare department, the juvenile court, the role of the mayor's office in urban renewal, what the churches are doing and concerns of organizations like the Urban League and NAACP. Then too, they seemingly could profit from the assessment of schools as indicated by ADC mothers; they should visit low-income housing developments, teach small groups of slum children; in general get to know their role in our city's attempt to extracate children of poverty from a life without hope.

During the first half of the six-week summer workshop held at The Ohio State University, teachers were daily (9 a.m. - 3:30 p.m.) engaged in discussion groups, listening to speakers and viewing film presentations. The following calendar agenda describes the activity of these sessions.

Tuesday, July 5, 1966

- "Introduction to the Preface Plan Project; Its Rationale, Purpose and Schedule", lecture by Robert Strom, Professor of Education, The Ohio State University.
- "Reversing Coercive Strategies in Teaching", by Robert Strom.
- Question period and discussion.
- Film - The Captive: The purpose of this film is to point out the effect of poverty, especially poverty of the spirit, and to stimulate discussion as to the means of eliminating poverty -- to free the Captive poor. 16mm black and white motion picture photographed in Appalachia, 28½ minutes in length. Rented from: The Otterbein Press, 240 West Fifth Street, Dayton, Ohio, $8.

Wednesday, July 6, 1966

- "Attitudes of the Poor toward Education", delivered by Nason Hall, Professor of Sociology, The Ohio State University.
- Question period and discussion.
- "Teacher Attitudes and Pupil Achievement", by Robert Strom.
- Question period and discussion.
- Film - The Hard Way: Focuses on the general problems faced by the poverty population. 16mm, 1 hour in length. Rented from: N.E.T. Film Service, Audio-Visual Center, University of Indiana, Bloomington, Indiana, $9.15.
- Distributed: A Bibliography on Teachers' Attitudes Toward Socially Disadvantaged Children.*
- Distributed: THE INNER-CITY CLASSROOM: TEACHER BEHAVIORS, edited by Robert Strom. Columbus: Charles E. Merrill Books, Inc., 1965.

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*Some of the materials distributed during the workshop are presently available upon request from the Project Director. The available materials are indicated with an asterisk.

Thursday, July 7, 1966

- "The Unseen Needs of the Poor", lecture by Father Bernard McClory, Director of Catholic Community Organization for Columbus.

- Question period and discussion.

- "The Place of Moral and Religious Values in Low Income Life", speech by Rev. Leopold Bernhard, Pastor of the First English Lutheran Church, Columbus.

- Question period and discussion.

- "The Stewart Avenue Elementary School, Myself and the Families We Serve", by Rita Balcom, Principal.

- Distributed: "We Were Sunday Invaders".*

- Distributed: "For Johnny's Sake, Let's Talk It Over", by Rita Balcom and Lois Mathis.*

Friday, July 8, 1966

- "The Mother's Point of View", by Jay Schilling, Planning Consultant for the United Community Council. Mr. Schilling conducted an hour interview with four mothers presently receiving aid for dependent children. The mothers were asked about perceptions of school and teachers held by themselves and neighbors. During the remainder of the morning the teachers and mothers discussed the kinds of information about homelife needed for helping youngsters in school.

- Question period.

- "Language Development", lecture by Alexander Frazier, Professor of Education, The Ohio State University.

- Question period and discussion.

- "The Livingston Avenue Elementary School, Myself and the Families We Serve", by Ray Kessler, Principal.

- Film - Marked for Failure: Examines the handicaps to learning that affect children from depressed areas. 16mm, 1 hour in length. Rented from: N.E.T. Film Service, Audio-Visual Center, University of Indiana, Bloomington, Indiana, $9.15.

Monday, July 11, 1966

- "School Evaluation of Disadvantaged Children", by Daniel Stufflebeim, Director of The Ohio State University Evaluation Center.

- Question period and discussion.

- "Prejudice and Personality Development", lecture by Robert Strom.

- "The Highland Elementary School, Myself and the Families We Serve", by Jean Emmons, Principal.

- Film - Willie Catches On: The development of prejudice and discrimination in a growing boy is traced from his early childhood to college days. 16mm black and white motion film, 24 minutes in length. Rented from: Kent State University Film Library, Kent, Ohio, $4.60.

- Distributed: THE NATURE OF PREJUDICE, by Gordon W. Allport. Garden City: Doubleday Anchor Books, 1958.

Tuesday, July 12, 1966

- "Self Concept and Success", lecture by Shailer Thomas, Professor of Sociology, The Ohio State University.

- Question period and discussion.

- "Critical Reading", lecture by Willavene Wolf, Professor of Education, The Ohio State University.

- Question period and discussion.

- "The Indianola Elementary School, Myself and the Families We Serve", by Mearl Caskey, Principal.

- Distributed: "An Annotated Bibliography on Critical Reading".*

- Distributed: "Rewriting Materials for Students".*

Wednesday, July 13, 1966

- "Language Development", lecture by Alexander Frazier, Professor of Education, The Ohio State University.

- Question period and discussion.

- "Columbus' Urban Renewal Program", by Robert Pendergast, Mayor's Representative for Public Relations in Columbus.
- Slide presentation and question period.
- "The Hamilton Elementary School, Myself and the Families We Serve", by Kenneth Paul, Principal.

Thursday, July 14, 1966

- "How You Can Best Help The Poor", lecture by Rev. Arthur Zebbs, Columbus Metropolitan Area Community Action Organization.
- Question period and discussion.
- "The Work of ECCO in Columbus: Building Political Power for the Poor", by Randolph Holland, Executive Director of the East Central Citizens Organization (ECCO) for Columbus.
- Question period and discussion.
- "The Sixth Avenue Elementary School, Myself and the Families We Serve", by Evelyn DeLoache, Principal.

Friday, July 15, 1966

- "The Role of the Urban League In Assisting The Disadvantaged", by Robert Brown, Director of the Columbus Urban League.
- Question period and discussion.
- "The Role of NAACP in Assisting Disadvantaged", by Jean Woodward, Field Representative of the NAACP.
- Question period and discussion.
- "The Olentangy Elementary School, Myself and the Families We Serve", by Evelyn Swickard, Principal.

Monday, July 18, 1966

- "Projective Devices in Social Studies", by Ray Muessig, Professor of Education, The Ohio State University.
- Question period and discussion.
- "Aspirations: A Study of Inmigrant Groups to Columbus from Appalachia", by Anthony Riccio, Professor of Education, The Ohio State University.

- Question period and discussion.

- "The Dana Elementary School, Myself and the Families We Serve", by Marilyn Foreman, Principal.

- Film - The Newcomers: A sympathetic presentation of the problems faced by Southern Appalachian families forced by economic necessity to move to the city. 16mm, black and white motion picture, 28 minutes in length. Rented from: Cokesbury Service Center, 201 Eighth Avenue North, Nashville, Tennessee, $8.

Tuesday, July 19, 1966

- "Discipline in the Classroom", by Nason Hall, Professor of Sociology, The Ohio State University.

- Question period and discussion.

- "Motivation and Its Measurement: The JIM Scale (Junior Index of Motivation)", by Jack Frymier, Professor of Education, The Ohio State University.

- Question period and discussion.

- "The Siebert Elementary School, Myself and the Families We Serve", by Nettie McAllister, Principal.

Wednesday, July 20, 1966

- "Juvenile Delinquency and the Poor", by Simon Dinitz, Professor of Sociology, The Ohio State University.

- Question period and discussion.

- "Concept Development Using the Neighborhood as a Base", by Ray Muessig, Professor of Education, The Ohio State University.

- Question period and discussion.

- "The Sullivant Elementary School, Myself and the Families We Serve", by Doris Carter, Principal.

- Distributed: TEACHING IN THE SLUM SCHOOL, by Robert Strom. Columbus: Charles E. Merrill Books, Inc., 1965.

Thursday, July 21, 1966

All of the Preface Plan participants and resource teachers met at the Franklin County Welfare Building in downtown Columbus, there to be oriented by Mrs. Francis O'Conner, Chief Caseworker. After describing the work of the Columbus Welfare Department and conducting a short tour, Mrs. O'Conner chaired a discussion among caseworkers regarding the problems of inner-city families. Since each of the Preface participants were, during the following week, to accompany a caseworker for one day, the caseworkers made suggestions about appropriate dress and conduct during home visits.

Friday, July 22, 1966

- "The Use of Teaching Machines with Low Income Children", by Sidney Pressey, Professor Emeritus, The Ohio State University.
- Question period and discussion.
- "Effect of the Home on School Performance", by Valerie Hoffman, Supervisor of Franklin County Child Welfare Board.
- Question period and discussion.
- "The Trevitt Elementary School, Myself and the Families We Serve", by Alan Trottman, Principal.

July 25 - August 5, 1966

Having established some understanding about poverty children in Columbus, much of the remaining workshop time was planned to allow more direct experience with problems. Each of the diverse activities in which participants engaged over a two-week period are here described.

Teaching. The eighteen pupils with whom participants worked all reside in a low-income district, attend Milo Elementary School and represent each of the grades one through six. Selection of the students, typical of those the Preface teachers could anticipate in the Fall, was made by Joseph Dupuis, Principal of Milo Elementary School. A letter was sent to the parents of the intended pupils indicating purposes of the summer session, the time and place their youngsters would be met and returned each day (see Appendix E). An alternate list of parents were informed that their child would be allowed to attend in the instance of absenteeism. Insurance was arranged for the youngsters as well as the rental of an university stationwagon to daily transport them from the Milo area to the University Laboratory School where they attended classes.

In consultation with the resource teachers the Preface participants planned the content and activities that would take place during the two-week team teaching effort. The program for the nine primary children (July 25 - 29) and their intermediate counterparts (August 1 - 5) was continuous rather than repetitive in nature. Several days previous to their teaching assignment, each participant was presented for study the public school cumulative folders of children with whom she would work. The value of this study was enhanced by explanations of the resource teachers regarding the procedures which govern the recording of data on the Columbus form. Test score data in the folders was interpreted by the Project Director.

For each day of the single week that classes were attended by children of grades one through three, they encountered at least two Preface teachers and a resource teacher working together. This was also the case during the week of classes for pupils from grades four through six. Every afternoon session was videotaped for viewing and discussion by the participants and resource teachers involved on the same day after children had departed for home (3:00 - 5:00 p.m.). Further, resource teachers daily submitted to the Project Director a subjective account of teacher behavior calling attention to possible areas of each participant's needs as well as strengths of performance. Each participant summarized his reaction to the teaching situation in a short paper.

The Welfare Visitation. Every participant accompanied a social caseworker visiting several welfare homes for one day. This visitation experience represented a precedent for the Franklin County Welfare Department. Although fraternal and civic groups had previously requested the chance for members to enter low-income homes in the company of a caseworker, such requests had always been denied. In this instance Welfare Department officials decided that teachers assigned to work directly with parents of poverty should be allowed to witness first-hand the life conditions faced by their pupils. Accordingly, every participant spent one day with a caseworker who related the known details of each home situation before entrance. In advance the teachers were informed about what kind of behavior to accept; they were introduced as someone who would shortly be teaching in a similar neighborhood and wanted to learn more about family problems. Though advised to observe and listen mostly, the participants were permitted to ask some questions while in the homes. After the visitations the caseworker and participant discussed what had transpired. A reaction paper of several pages was submitted by each participant to the Project Director the following day after visitation.

Juvenile Court. By permission of judges Rose and Hill, each participant was allowed to observe an entire day in juvenile court.

Since juvenile proceedings usually are closed to the general public, no more than three teachers were allowed to attend daily. Hoping to profit as much as possible from the court experience, I prevailed upon the judges to tape a 45 minute preview to court observation which was made several weeks in advance of the participants' workshop. During the interview in their chambers, the judges discussed the scope of delinquency and youth crime in Columbus, general disposition of cases and the behavior expected of teachers on the day of observation. Each teacher heard this tape before attending the court. In the reaction papers required of participants, many expressed shock in encountering instances of theft, glue sniffing and pregnancy among such young children.

Reading. The task of enabling children to read is perhaps the single greatest problem recounted by teachers of the inner city. In order that the Preface contingent might improve their chance for success in this important endeavor, a five-day (July 25 - 29) reading seminar was conducted by Patti Denney, Director of the Reading Improvement Project for the Columbus Public Schools. Since each participant attended the seminar for only that single day involving the grade level of their Fall assignment, much interaction was possible.

Home School-Relations Seminar. Gene Fusco, Specialist in School and Community Relations from the U.S. Office of Education, conducted a one-day seminar (July 25) focusing upon the problems of conjunctive effort. After describing the rationale and practice for a number of the more successful city programs, Dr. Fusco suggested guidelines to be utilized in establishing home-school collaboration. This lecture was followed by a discussion among the participants in attendance as to their apprehensions and fears relative to the imminent confrontation with parents. In turn, each of the stated points of reluctance was considered with Dr. Fusco indicating possible ways of handling them. The resource teachers shared certain of their experiences in working with parents, emphasizing some common mistakes made by beginning instructors and ways by which these can be overcome. All of the participants unable to attend this seminar due to their teaching, court or welfare schedule heard the day's activities later via taperecorder.

Library. By the time the participants had listened to speakers for nearly three weeks, most of whom had a special book to recommend, there was sufficient direction to make independent study profitable. Apart from the four texts the project had purchased and provided each teacher, there now was an opportunity to peruse detailed descriptions of inner-city programs in other cities; read any of a number of recent books on disadvantaged children available for loan in the project office; or visit the School of Education library to locate some of the recommended articles. Finally, some participants felt that their best expenditure of time was to hear again by taperecorder certain of the speeches presented earlier in the workshop.

Program Development. To be a member of a team is to improve it; this is the premise of my design for collaborative endeavor. Obviously, any group of teachers exposed as the Preface group was for six weeks of experiences, most of which had been planned by persons other than themselves, might feel somewhat acted upon. They might feel that certain aspects of the program could be improved or that potentially valuable elements of training had been omitted. In any event, it was hoped that the teachers would wish to suggest improvements for the program structure so that other cities electing to replicate the study could profit both from its strength and our insight as to what might have been. With this in mind, the participants met in small groups for a single day at the end of which they submitted a list of activities for future consideration. By way of example:

- Several ADC mothers should attend the entire workshop serving as a help source in discussions relating to perceptions of the poor.
- There should be more opportunity for encounter with individual children. Perhaps this might take the form of conversations with a child while taking him for a walk about his neighborhood or at the university.
- Provide lecturers several weeks in advance with questions the participants wish to have considered so that the speakers can adequately prepare to address teacher concerns.
- Provide each teacher with a set of the textbooks to be used at her grade level in the Fall. This will enable familiarity with the texts before classes begin.
- Use videotaped demonstration lessons for teaching reading groups at each grade level.

Personal Assessment. Most people who work in a help-agent role with teachers have been subject to questions which seem to treat the inquirer as insignificant. It is always perplexing when called upon to provide an answer for "If Johnny did this or that in my classroom, how should I as a teacher respond?" The implication appears to be that "I as a teacher" is separate from "I as a person"; that is, the proper classroom response must resemble a chess move, some action or remark independent of the personalities involved. Whenever the method for improving teacher-pupil relationships is assumed to be singular, whenever it is believed to be the same for everyone, then the persons (teacher and pupil) involved are by definition perceived as insignificant variables. To properly offer another person alternatives by which they can actualize their goals requires knowing something more about them than that they are having difficulty. Help-agents simply cannot offer prescriptive devices apart from a knowledge of its user. In other words, what teacher method is best necessarily relates to who a teacher is as an individual. In my judgment, we err in perceiving the method questions solely in relation to subject matter or pupil age. Since method is also a function of behavior, its best course must relate to teacher identity.

To the extent that a help-agent is unaware of a teacher's individual psycho-social attributes, he may inadvertently suggest behavioral alternatives that are inconsonant with the teacher's personality. For example, to suggest that a teacher with a high need for structure and a low tolerance for frustration employ strategies involving great ambiguity and the attendent anxiety is foolish. Similarly, it may be unwise to counsel a teacher low in measured creative potential to invite much pupil speculation. This is not to say that some teachers cannot, with help, over time accommodate divergent pupil response; it is to imply that suggested alternatives take into account the current personal structure of the teacher for whom intended. With this in mind -- each teacher's dignity and mental health -- I endeavored through the administration of certain psychological-personality instruments to better know the participants who during the 1966-1967 school year would be seeking my assistance. A brief description follows of the indices chosen to better acquaint myself with the teachers and enable those of us working with them to offer better counsel. A word of caution: The amount of training required on the part of whomever is to properly administer and use the results of these measures is in most cases comparable to membership in the American Psychological Association. In fact, certain of the tests are unavailable without evidence of proper credentials.[3*]

California Psychological Inventory (29). Unlike many of the standard assessments designed for use by persons concerned with problems of deviant behavior, the CPI deals with personality features having a wide pervasive applicability to human behavior and which in addition are related to the healthy aspects of personal functioning rather than to the morbid and pathological. Intended primarily for use with 'normal' (non-psychiatrically disturbed) subjects, the CPI has since 1951 been administered to more than 750,000 persons of all age groups between twelve and seventy. Each of its eighteen scales is intended to cover one important facet of interpersonal psychology, with the total set providing a comprehensive survey of a person from this social interaction reference.

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[3*] In addition to the twelve instruments described, there were also included several measures of local design for which normative data is incomplete. Respectively, these devices relate to teacher motivation, self concept, and reaction to classroom incidents.

To emphasize some of the psychological and psychometric clusterings that exist among the various scale purposes, author Harrison Gough has grouped them into four broad class categories:

I. Class I. Measures of Poise, Ascendancy and Self-Assurance

1. Dominance: To assess factors of leadership ability, dominance, persistence and social initiative.
2. Capacity for Status: To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.
3. Sociability: To identify persons of outgoing, social, participative temperament.
4. Social Presence: To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.
5. Self-Acceptance: To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.
6. Sense of Well-being: To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

II. Class II. Measures of Socialization, Maturity and Responsibility

7. Responsibility: To identify persons of conscientious, responsible, and dependable disposition and temperament.
8. Socialization: To indicate the degree of social maturity, integrity and recititude which the individual has attained.
9. Self Control: To assess the degree and adequacy fo self-regulation and self-control and freedom from impulsivity and self-centeredness.
10. Tolerance: To identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.
11. Good Impression: To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.
12. Communality: To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

III. Measures of Achievement Potential and Intellectual Efficiency

13. Achievement via Conformance: To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

14. Achievement via Independence: To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

15. Intellectual Efficiency: To indicate the degree of personal and intellectual efficiency which the individual has attained.

IV. Class IV. Measures of Intellectual and Interest Modes

16. Psychological-mindedness: To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives and experiences of others.

17. Flexibility: To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

18. Femininity: To assess the masculinity or femininity of interests.

Edwards Personal Preference Schedule (30). Personality inventories are generally made up of statements relating to traits in such a way that a "yes" response indicates that the subject believes the statement is characteristic of himself and a "no" response that it is not. The influence of social desirability in responses has been minimized on the EPPS. Assume that two statements offered represent different personality traits and that each is equal with respect to social desirability scale values. Under these conditions, selecting from a pair of statements the statement more characteristic of oneself renders the factor of social desirability less an influent than in a yes-no item choice. That, to a degree, is a brief and somewhat lacking explanation of the rationale basing the item forms in EPPS.

In another respect, Alan Edwards' EPPS departs for most personality inventories which purport to indicate an individual's degree of adjustment, anxiety, emotional stability or, in some instruments, the clinical syndromes of maladaptive response -- hysteria, paranoia or schizophrenia. For purposes of counseling where it often is desirable to report scores back to the testee, such inventories present definite problems. These connotations are less likely to be attached to the fifteen normal, yet relatively independent, manifest need variables measured by the EPPS.

1. Achievement: To do one's best, to be successful, to accomplish something of great significance, to be a recognized authority.
2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected.
3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized.
4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance.
5. Autonomy: To say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional.
6. Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships.
7. Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one self in another's place.
8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems.
9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader.
10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right.

11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others.

12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things.

13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved.

14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to be regarded as physically attractive by those of the opposite sex.

15. Aggression: To attack contrary points of view, to criticize others publicly, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong.

Study of Values: A Scale for Measuring the Dominant Interests in Personality (31). In his book TYPES OF MEN, Edward Spranger (32) defends the view that the personalities of men are best known through the study of their values or evaluative attitudes. Using Sprànger's classification, Allport, Vernon and Lindzey have devised a study of values primarily intended for use with college students or with adults of equivalent education. The Study of Values, originally published in 1931 and revised in 1960, aims to measure the relative prominance of six basic interests or motives in personality; the theoretical, economic, aesthetic, social, political and religious. Respectively:

(1) The Theoretical: The dominant interest of the theoretical man is the discovery of truth.

(2) The Economic: The economic man is characteristically interested in what is useful.

(3) The Aesthetic: The aesthetic man sees his highest value in form and harmony.

(4) The Social: The highest value for this type is love of people. In the _Study of Values_, it is the altruistic or philanthropic aspect of love that is measured.

(5) The Political: The political man is interested primarily in power.

(6) The Religious: The highest value of the religious man may be called unity.

_The Rosenzweig Picture-Association Study for Assessing Reactions to Frustration_ (33). The picture-frustration study, or as briefly referred to, the PF instrument, represents a limited projected procedure for disclosing patterns of response to everyday stress that are of widely recognized importance in both normal and abnormal adjustment. Each of the twenty-four cartoon-like pictures comprising the test depict two people involved in a mildly frustrating situation common to most of us. At the left of every picture a figure is shown saying certain words that help to describe the other person's frustration or to prove themselves frustrating to him. A blank caption appears above the frustrated [illegible] of personality and facial features are purposely omitted from the pictures. The situations included are comprised of two types: ego blocking and superego blocking. Ego blocking issues are those in which an obstacle, personal or impersonal, interrupts, disappoints, deprives or otherwise frustrates the subject. Superego blocking represents some accusation, charge or incrimination of the subject by someone else.

The person taking the test is instructed to successively inspect each situation and fill in the blank captions with the first appropriate reply entering his mind. It is assumed that the person taking the PF test will unconsciously or consciously identify himself with the frustrated individual in each pictured situation and in the replies given project his own bias. To assess this, bias scores are assigned to each response regarding the direction of aggression and type of reaction. Subsumed under direction of aggression are: (1) extrapunitiveness -- when aggression is turned upon the environment; (2) intropunitiveness -- when aggression is turned by the subject upon himself; (3) impunitiveness -- in which an evasion of aggression is made to gloss over the frustration. Subsumed under reaction types are: obstacle dominance in which the barriers occasioning the frustrations stand out in the responses; ego defense in which the subject's ego predominates; and need persistance in which resolution of the frustrating situation is emphasized.

Gordon Personal Inventory (34). Developed from a factor analysis approach, the GPI may be used with students of high school and beyond. The four personality traits which it measures are important ones in determining the adjustment of normal individuals in numerous educational and social situations: cautiousness, original thinking, personal relations and vigor. High and low scores on each of the scales are interpreted as follows.

> Cautiousness: Individuals who are highly cautious, who consider matters very carefully before making decisions, and do not like to take chances or run risks, score high on this Scale. Those who are impulsive, act on the spur of the moment, make hurried or snap decisions, enjoy taking chances, and seek excitement, score low on this Scale.

Original Thinking: High scoring individuals like to work on difficult problems, are intellectually curious, enjoy thought-provoking questions and discussions, and like to think about new ideas. Low scoring individuals dislike working on difficult or complicated problems, do not care about acquiring knowledge, and are not interested in thought-provoking questions or discussions.

Personal Relations: High scores are made by those individuals who have great faith and trust in people, and are tolerant, patient, and understanding. Low scores reflect a lack of trust or confidence in people, and a tendency to be critical of others and to become annoyed or irritated by what others do.

Vigor: High scores on this Scale characterize individuals who are vigorous and energetic, who like to work and move rapidly, and who are able to accomplish more than the average person. Low scores are associated with low vitality or energy level, a preference for setting a slow pace, and a tendency to tire easily and be below average in terms of sheer output or productivity.

The Guilford-Zimmerman Temperament Survey (35). One of the most often employed instruments to obtain a comprehensive picture of individual personality is the Guilford-Zimmerman Temperament Survey. Comprised of 300 items, the survey yields a score index for each of 10 traits that have been identified by factor-analysis procedures. The utility of the traits concept has been amply demonstrated in their clinical applications and in vocational counseling and placement. The ten traits are:

General Activity
Restraint
Ascendance
Sociability
Emotional Stability
[illegible]
Friendliness
Thoughtfulness
Personal Relations
Masculinity

Watson-Glaser Critical Thinking Appraisal (36). Some of the important abilities involved in critical thinking are measured by the Watson-Glaser instrument which purports to serve both as a test of such factors and as a tool for their development. Most of the content resembles arguments, problems and statements that each of us daily encounter in our reading, televiewing or discussion with other people. Each of the 99 items making up five subtests call for critical thinking about one of two subject matter types. Some items deal with problems of a neutral nature like the weather about which people generally do not have strong feelings. Though parallel in structure, other items relate to economic, social or racial issues about which people generally have strong feelings and indicate their bias or prejudice. Certainly the emotional impact of each item will vary from person to person but the inclusion of areas of common prejudice or controversy is necessary to provide a partial sample of an individual's thinking about concerns in which he has personal involvement. Naturally any subject's total critical thinking score will probably be reduced by any lack of objectivity. The five subtests are:

Test 1: Inference. Designed to sample ability to discriminate among degrees of truth or falsity or probability of certain inferences drawn from given facts or data.

Test 2: Recognition of Assumptions. Designed to sample ability to recognize unstated assumptions in given assertions or propositions.

Test 3: Deduction. Designed to sample ability to reason deductively from given premises; to recognize the relation of implication between propositions; to determine whether what seems an implication or necessary inference between one proposition and another is indeed such.

Test 4: Interpretation. Designed to sample ability to weigh evidence and to distinguish between unwarranted generalizations and probable inferences which, though not conclusive or necessary, are warranted beyond a reasonable doubt.

Test 5: Evaluation of Arguments. Designed to sample ability to distinguish between arguments which are strong and important to the question at issue and those which are weak and unimportant or irrelevant.

Torrance Test of Creative Thinking (37). In both his verbal and figural tests, Torrance has devised activities that make use of what is known about the nature of the creative thinking process, the qualities of creative products and creative personalities. An attempt is made however to assess the products that result from the administration of these two tests in terms of Guilford's divergent thinking factors: fluency, flexibility, originality and elaboration.

For example, one straightforward model of important elements for creative thinking is the ask and guess subtest, included in the verbal battery to allow subjects a chance to express their curiosity, show an ability to develop hypotheses and think in terms of possibles. The number of relevant responses one produces gives a measure of ideational fluency, while the number of shifts in thinking or categories of questions, causes or consequences, yields an index of flexibility. The statistical infrequency of these questions, causes or consequences or the extent to which the response represents a mental leap or departure from the obvious and commonplace gives the measure of originality. The detail of specificity incorporated into the questions and hypotheses are measures of an ability to elaborate. Additional verbal tasks entail product improvement, unusual uses, unusual questions, and responses to improbable situations.

The figural tasks may require one to think of a picture in which the provided shape is an integral part. An effort is made to elicit an original response by asking subjects to think of something that no one else in the group will produce. Elaboration is encouraged by the instructions to add ideas that will make the picture tell as complete a story as possible. Thus the product is evaluated for originality and elaboration. Other figural subtests involve incomplete figures and parallel lines which should elicit the creative tendency to bring structure and completeness to whatever is incomplete, while the circles and closed figures require the ability to disrupt or destroy an already closed form.

FIRO B (38). FIRO stands for "Fundamental Interpersonal Relations Orientation". It signifies the basic idea that every person orients himself in characteristic ways toward other people, and the basic belief that knowledge of these orientations allow for considerable understanding of individual behavior and the interaction of people. The postulate of author William Shutz is that every individual has three interpersonal (or group) needs: inclusion, control and affection.

The interpersonal need for inclusion is defined behaviorally as the need to establish and maintain a satisfactory relation with people with respect to interaction and association. On the level of feelings the need for inclusion is defined as the need to establish and maintain a feeling of mutual interest with other people. This feeling includes (1) being able to take an interest in other people to a satisfactory degree; and (2) having other people interested in the self to a satisfactory degree. With regard to the self concept, the need for inclusion is the need to feel that the self is significant and worthwhile.

The interpersonal need for control is defined behaviorally as the need to establish and maintain a satisfactory relation with people with respect to control and power. With regard to feelings, the need for control is defined as the need to establish and maintain a feeling of mutual respect for the competencies and responsibilities of others. This feeling includes (1) being able to respect others to a satisfactory degree; and (2) having others respect self to a satisfactory degree. The need for control, defined at the level of perceiving the self, is the need to feel that one is a competent, responsible person.

The interpersonal need for affection is defined behaviorally as the need to establish and maintain a satisfactory relation with others with respect to love and affection. At the feeling level the need for affection is defined as the need to establish and maintain a feeling of mutual affection with others. This feeling includes (1) being able to love other people to a satisfactory degree; and (2) having others love the self to a satisfactory degree. The need for affection, defined at the level of self concept, is the need to feel the self is lovable.

According to Shutz, this type of formulation stresses the interpersonal nature of these needs. They require that the organism establish a kind of equilibrium, in three different areas, between the self and other people. In order to be anxiety-free, a person must find a comfortable behavioral relation with others with regard to the exchange of interaction, power and love. The need is not wholly satisfied by having others respond toward the self in a particular way; nor is it wholly satisfied by acting toward others in a particular fashion. A satisfactory balance must be established and maintained. The six indices of the FIRO-B are:

| | | |
|---|---|---|
| Wanted Inclusion | Wanted Affection | Wanted Control |
| Expressed Inclusion | Expressed Affection | Expressed Control |

The Myers-Briggs Type Indicator (39). The purpose of this indicator is to implement the theory of type expressed by Carl G. Jung, the Neo-Freudian. It was Jung's assumption that much apparently random variation in human behavior is actually quite orderly and consistent, being due to certain basic differences in the way people prefer to use perception and judgment. By perception is meant those processes of becoming aware with respect to things or people or occurrences or ideas. By judgment is meant the processes of reaching conclusions about what has been perceived. If people differ systematically in what they perceive and the conclusions they come to, they may as a result show corresponding differences in their reactions, in their interests, values, needs and motivations, in what they do best and in what they like to do best. With this as a working hypothesis, the Myers-Briggs Type Indicator purposes to ascertain from self report the basic preferences of people with respect to perception and judgment in order that the effects of these preferences and their combinations may be better understood.

The indicator contains separate indices for determining each of four basic preferences which under this theory structure the individual personality.

| Preference as Between | Affects Individual's Choice as to |
|---|---|
| Extraversion or Introversion | Whether to direct perception and judgment upon environment or world of ideas |
| Sensing or Intuition | Which of these two kinds of perception to rely on |
| Thinking or Feeling | Which of these two kinds of judgment to rely on |
| Judgment or Perception | Whether to use judging or perceptive attitude for dealing with environment |

Runner Studies of Attitude Patterns (40). The Runner instrument is designed for people whose daily work requires that they be able at least to recognize, and hopefully develop resources in other people. It pertains to desires for excitement and personal growth on the one hand versus desires for comfort and personal security on the other. Almost all of the 118 items are derivations or elaborations of this basic conceptual dichotomy of desire for new experience and growth as opposed to desire for comfort and security. It is convenient to think of the twelve scales as related to four discrete types of personal orientation:

1. Control Oriented, including
   - Emphasis on rules and tradition
   - Practical Planfulness
   - Hostility
   - Passive Compliance
2. Freedom Oriented, including
   - Experimental Orientation
   - Inituitive Orientation
   - Resistance to Social Pressure
   - Pleasure in Tool Implemented Handskills
3. Recognition Oriented
   - Extraversiveness
   - Desire for Power and Authority
4. Anxiety Oriented
   - Performance Anxiety
   - Social Anxiety

August 8 - 12, 1967

During the final week of workshop activity the participants met again as an aggregate, this time to consider additional areas of awareness felt to be important for success in the classroom. They also toured together the neighborhoods where they as a group would serve during the upcoming school year. The calendar of activities for the sixth week follows.

Monday, August 8, 1966

- "Some Relationships Between Physical Health and Scholastic Achievement", lecture by Mrs. Eliza Busenberg, Chief Supervisor of Health, Board of Education, Columbus.
- Question period and discussion.
- "The Teacher's Role in Disease Prevention and Identification", by Mrs. Eliza Busenberg.
- Question period and discussion.
- "The Feeling Context of Social Studies", by Raymond Muessig, Professor of Education, The Ohio State University.
- Question period and discussion.
- Distributed: "Teacher's Health Observation Sheet"*
- Distributed: "Digest of Social Studies Methods from Social Science Seminar Series", developed by Raymond Muessig and V. Rogers.*

Tuesday, August 9, 1966

- "Cybernation and the Future of Our Poor", by Robert Strom.
- Question period and discussion.
- Film - Superfluous People: The deplorable living conditions in urban slums are viewed in conjunction with the recurrent and provocative inquiry of whether slumdwellers as people are superfluous in America's estimate. 16mm black and white film, 1 hour in length. Rented from: Kent State University Film Library, Kent, Ohio, $8.25.
- Distributed: MENTAL HEALTH AND ACHIEVEMENT, edited by E. Paul Torrance and Robert D. Strom. New York: John Wiley & Sons, 1965.

Wednesday, August 10, 1966

An all-day bustrip enabled the Preface participants to visit each of the eleven schools and neighborhoods. Guides for the tour included a neighborhood community worker, an apartment manager, youth center director and the resource teachers. Along with a brief history and description of each school and its environment, a list of suggestions for nearby fieldtrips was offered along with the names of appropriate persons to contact in the case of institutional visits. Several bus stops were scheduled at which the following presentations took place:

- "The Community Center as a Resource for Teachers", by Gladden Community Center Director Harry Biehman, delivered at the center. Special emphasis was given to the evening tutorial and sports function of similar centers throughout Columbus.
- "High Rise Housing and Its Problems", by William King, Manager of the Bolivar Arms complex. Following Mr. King's presentation, participants visited the twin tower residence where of 2,000 occupants, 70 per cent are members of families headed by an ADC mother.
- "After School Life and the Department of Recreation", by Jacqueline Boyer delivered at Schiller Park Youth Center. A list was distributed indicating recreational opportunities offered for elementary youngsters after 3 p.m. daily at the city's centers.

### Thursday, August 11, 1966

- "Function of the Elementary School Guidance Counselor", lecture by Anthony Riccio, Professor of Education, The Ohio State University.
- Question period and discussion.
- "Inner City Families: Problems and Prospect", lecture by Simon Dinitz, Professor of Sociology, The Ohio State University.
- Question period and discussion.

### Friday, August 12, 1966

- "Project Procedures for the 1966-1967 School Year and Tentative Projection of Events", by Robert Strom.
- "The Workshop: Its Strengths and Shortcomings", a roundtable discussion by participants and staff.
- Evaluation of the workshop: each participant completed a Q-sort including each of the summer activities, and submitted a written subjective reaction to the program.

### Evaluation of the Summer Workshop

To improve any program, some knowledge of its components effect ought be known. In the case of the Preface Plan workshop, it was necessary to learn which among the help sources seemed most valuable to the participants. Such information would enable wiser planning for subsequent programs like our own as well as improve the current effort. Accordingly, the use of a Q-sort procedure appeared relevant. Having distributed to each participant 36 slips of paper (each slip indicating an intended help source during the six-week session) and eight marked envelopes, the following directions were issued:

Consider each of the 36 references on this set of slips as sources of help and information to yourself over the past six weeks. The task is to rank these in hierarched order. At the high end of the scale will be the sources most helpful to you; at the low end of the scale will be the sources of least assistance. Please follow the directions indicated below.

(a) Pick out the help source you consider to have been most important to you. Place this slip in the envelope marked 1.

(b) Pick out the 3 help sources which are next most important and place the slips bearing these sources in the envelope marked 2.

(c) Pick out the next 5 most important help sources and place them in the envelope marked 3.

(d) Pick out the 9 next most important help sources and place them in the envelope marked 4.

(e) From the remaining 18 help sources, pick out the one considered least important in assisting you and place it in the envelope marked 8.

(f) Place the slips bearing the 3 next least important help sources in the envelope marked 7.

(g) Place the slips bearing the 5 next least important help sources in the envelope marked 6.

(h) Place the remaining 9 slips in the envelope marked 5.

An inspection of the group Q-sort findings shown in Figure 1 on page 52 reveals the most important aspects of summer program in the estimate of participants involved direct experiences moreso than indirect.

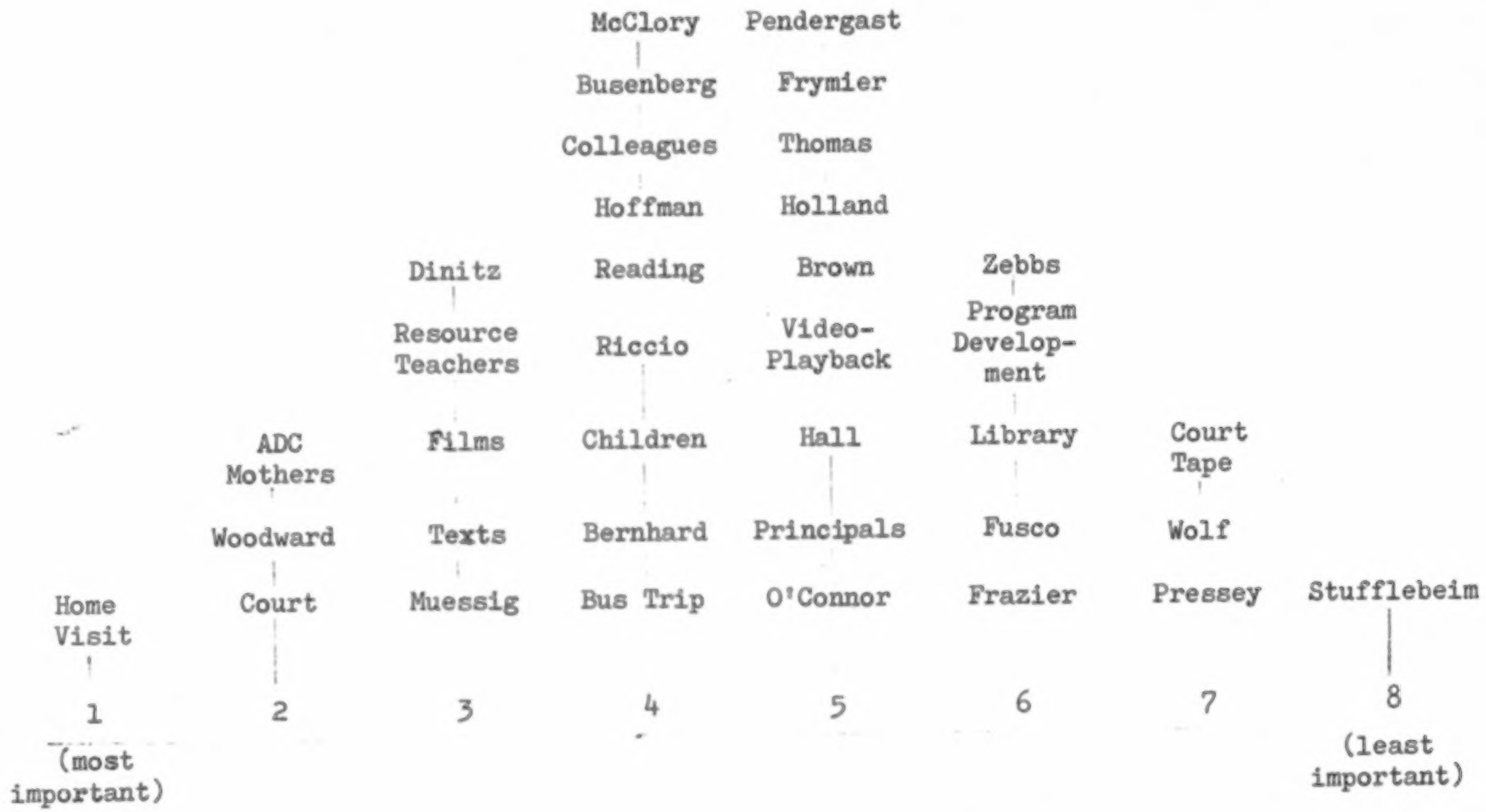

Figure 1. Q-Sort Hierarchy of Summer Experiences

Note that the home visits in the company of a social worker was judged the single most important experience; and that this was followed closely by juvenile court attendance and conversations with ADC mothers. The lone exception to the high value assigned to direct experiences was working with children. At first this seemed strange but some of the reasons emerged in personal interviews. In the words of one teacher, "I did not feel that working with the children was as advantageous as it might have been due in part to the brevity of the experience and also my lack of preparation for videotaping." Since other participants expressed a similar view, it appears that there should have been included in the training session some work with videotapes and use of feedback prior to the work with children. Parenthetically, most of the children sent letters of thanks to the project personnel indicating their satisfaction with the week spent at the university; they cited as the single greatest feature the chance to eat out daily at restaurants in the area.

A point of satisfaction with reference to the Q-sort is the position afforded the resource teachers as help sources. Perhaps having the help of an experienced colleague early is more important to the new teacher than some of us have supposed. That films and texts can be also valuable if properly chosen is indicated. Certain among the speakers were far more influential than others, it would seem, at least to the Preface Plan participants.

When asked to submit a candid reaction to the summer program, all twenty-one of the participants found favor in its effect on them. Certain of the teachers' remarks explain more clearly the hierarchy of help source indicated on the Q-sort.

"Before I began the course I was somewhat leery about going into the inner-city schools since I knew little about the nature of these people and how to work with them. I now feel I have some confidence... Beyond just the understanding, I feel I now can attempt to help these people. I know what they face and I am anxious to try to help them to achieve a better way of living. I have become acquainted with methods and techniques I can use that will hopefully work better than some that have been used earlier...The organization and planning of the six weeks I think has been of special significance. By gradually leading us into the problems we would face and then letting us actually see what we will come in contact with was much better than throwing us into the situation and then wondering where to begin."

"My greatest trepidation upon entering the Preface Plan was centered about discipline, a fear of unknown problems which might arise...I had so often heard that the discipline in a slum school was entirely different from that in the middle-class area; thus, I feared that my previous teaching experience would not really help me. I now feel more confident that these children in the slum school are children although they will present some different problems. I feel much more aware of the problems facing the teacher in these areas, along with the problems facing the children and their parents. I would be less than honest if I said I was entering this new situation without any fear; however, this has been diminished, and I am generating more self confidence."

"The program has given me confidence. Much of this comes from working with the resource teachers and other people from the Columbus School System. I know more what I am expected to do -- the whole thing seems more familiar. Although not the main arm of the program, it is a great benefit I received. My confidence in dealing with the inner-city child and his family has finally grown. I do feel more capable of handling an inner-city position as a result of the program."

"I must admit that I came to this workshop almost terrified of the teaching situation into which I am going. I now believe that much of this fear was due to ignorance of the situation...Attending this workshop has exposed me to many of the situations and problems of low-income people--Negro and white. This helped me tremendously. Not all the uneasiness is gone but I certainly feel more competent in attempting to teach such children. I think the best parts of the workshop were the direct contact with the people themselves through the welfare and court visits, the ADC mothers, individual speakers such as Mrs. Woodward of NAACP, and the children themselves."

"There is one great positive thing about this group -- it is a group, a reference point; we are not entering a system without friends, we have become members of something, a group of teachers before we start teaching. I think this is wonderful. I am glad I was a part."

"I feel I now have a better understanding of the problems ahead and thus a better chance to cope with them. Although the future cannot be predicted, I feel I will not be as shocked now if certain things happen as I would have been otherwise."

"I learned through the films, books, ADC mothers, Bolivar Arm Apartments and trips to welfare homes that these conditions really do exist and that someone must help these people. I admit I had some prejudice as do most people, but now I feel I have seen a "whole new world". These parents do care about their children... I feel this project has been worth my while, and I believe it should be open to all teachers before teaching in the inner city."

"Ignorance is perhaps the best word I can think of to describe my situation upon entering the workshop this summer having absolutely no idea of what to expect as far as neighborhood, parent and child attitudes towards the school and teacher. Thanks to the valuable experience these past six weeks I am entering this Fall into a classroom with doubts, but certainly not as many...Also, I am looking forward to our monthly meetings where my learning, my confusions, and my frustrations may be shared. Essentially just knowing I have friends who will listen and try to help is certainly encouraging."

"I feel more enthusiastic now than I ever have. This program has inspired me to try things which before I never thought were acceptable. I have also acquired new ideas and techniques which I think will be very useful in the Fall. I also feel somewhat more confident."

"Since I am new in Columbus, ~~I~~ found that most beneficial for me was becoming acquainted with the different community agencies and how they function in relation to the school."

"I have learned a great deal about the problems of the inner city. I have lived in Columbus all my life and felt at first that I knew a lot about the city and its problems. But I find that I still have a lot to learn."

"I hope other large cities will develop a similar program to enable new teachers and teachers new to the city feel more confident and aware of the inner-city problems they will face."

For teachers to be favorably impressed by a summer program can be either important or irrelevant depending largely upon whether learning has transfer value for the intended classroom setting. It may be argued that the Preface participants would better be able to assess the transfer features of their summer training after some time in the classroom, and for this reason a midyear evaluation was later administered in January 1967. However, even at the end of the summer term it was possible to ask persons experienced in Columbus' inner city about whether or not the Preface training was relevant to the intended setting. This information was obtained from an inquiry of the resource teachers.

> "The Preface Plan in my opinion should prove quite valuable to these teachers. They have been exposed to the mores of lower-income people and as a result they should understand the lower-income child better...Perhaps the greatest value to the teacher and indirectly to the children is that the Preface Plan has pointed out clearly some of the problems which the inner-city teacher faces. By realizing some of the problems ahead of time, teachers may be better able to recognize success in small things and small degrees of success in otherwise large failures. By knowing that their problems are not unique they need not feel the great degree of failure and hopelessness which so many beginning inner-city teachers experience. They have been offered logical and effective solutions to some problems which otherwise might have been completely vexing. The Preface teacher should be able as a result of the program to work more closely with parents, neighborhood, service organizations, school services, resource teachers and their principals."

> "The Preface Plan has introduced a unique way of acquainting new teachers in inner-city schools with people, situations, problems and conditions with which they will be working. It seems to be the best answer for helping the schools to obtain better teaching under so many varied conditions, right from the beginning of the school year. These teachers who have had this experience will be better able to understand the children and so their expectations of them will be more realistic. As was pointed out so often, many teachers in the inner-city schools leave the profession or request transfers because they feel they have failed. This program would tend to keep experienced teachers in these schools. The Preface Plan is certainly a headstart program for new teachers. My only objection is its limitation in number. Hopefully it will be offered for all new teachers in the inner-city schools in the future."

> "The past six weeks of the Preface Plan Project leave me thinking of all the new inner-city teachers starting their first year without benefit of all the experiences we have shared! The many viewpoints presented made it possible to step back and see the broad view of the problems of the poor, their aspirations, their failures in terms of how we, as teachers, can best help them...The program will hopefully lessen the number of teachers 'wanting out' because of feelings of

inadequacy. Many problems faced in the classroom, as the weeks go by, may be 'aired' at the monthly meetings. Teachers will know of their own successes and failures as they move through the first year."

"In my opinion, speakers such as Mrs. Woodword, Rev. Bernhard, Mr. Schilling and the ADC mothers brought the problems of the poor 'out in the open'. The visits to the homes of welfare recipients and the observations in juvenile court no doubt was shock treatment for many. From such experiences I would hope these prospective teachers of inner-city school children have developed a keener insight of and a better feeling toward the disadvantaged children with whom they will work...The program offered rich opportunities for the sharing of ideas, different points of view and gave many concrete examples of problems a new teacher will face. Hopefully they will feel more secure as a result of this course and will be more willing to keep trying."

"The Preface Plan Project presented a well balanced picture of the real problems new teachers will face in the inner-city schools... With the educational concepts and values afforded them in this program, participants should be able to see their importance as teachers in the inner-city school."

## The School Year Activities

School Visitations. A major goal of the Preface Plan during the 1966-1967 school year was to provide such support as requested by each of the participants. To accomplish this purpose required three basic help sources: the resource teachers, the building principals and project director. Since they were well acquainted with the resource teachers owing to the summer collaboration, and mindful of the non-evaluative function of resource teachers in Columbus, the participants were less reluctant than most beginners to solicit colleague assistance. Essentially the staff role of a resource teacher involves working with small groups for a teacher while she instructs others, assisting in the development of units and field trips, substituting while the teacher attends to business elsewhere, giving demonstration lessons, and in general being a help agent upon whom one can rely.

Although the ratio of resource teachers to participants in this program was approximately 1:4, this figure does not accurately reflect the situation since as a part of their regular workload the resource teachers also served in classrooms other than those of Preface teachers. The frequency in which each participant was visited by the resource teacher was once in every ten to fifteen school days.

The most available help agent of course was the building principal whose responsibility includes the supervision of all new staff members. It is the principal's judgment of teaching performance that counts most insofar as continued service is concerned. Although the principals were less well acquainted in the Fall 1966 with the Preface teachers assigned to their building than we had wished, owing to the brief attendance of principals at the workshop, most of them quickly invited and confirmed teacher confidence in the administration.

My own visitation schedule included getting around every fifteen to twenty school days to each participant's classroom; since the eleven buildings of their assignment was located all about the city, a complete circuit of them measured approximately forty miles. The usual procedure upon entering each school was to meet with its principal before visiting the Preface teacher's room. More than anyone else the principal had an opportunity to observe the participants in a number of daily contacts. Consequently a greal deal of useful information was gleaned from this prime source of collaboration. In this regard the resource teachers were also quite helpful.

The focus of my classroom observations varied depending upon whether teacher requested or not. When a teacher request was to watch, discuss or evaluate some method, lesson or product in her room, then that focus obtained for the visit. Observations other than those in response to teacher request were unannounced and with a taperecorder intended to focus on certain dimensions of teacher behavior. Both the Teacher Strategy and Interaction Index, devised by Charles Galloway and myself, served more as a devise to keep a pattern record of teacher-pupil response than they were as a source of direct feedback to the participants. (See Appendix F-G) In part this restricted use of the instruments is accounted for by the issues of reliability-validity and the fact that the resource teachers' specified role denied them an evaluative function; thus they could not employ the observation schedules. The suggested alternative behaviors offered to teachers for achieving the goals they verbally related were based in part upon the personality-psychological data gained during the summer session. In every instance an attempt was made to suggest alternate behaviors consonant with what was known of a teacher's personality.

Monthly Inservice Meetings. By prearrangement with the building principals and the Board of Education, substitute teachers were hired to replace the participants one day per month while they attended an inservice session held at The Ohio State University. Unlike the summer session the content of which was planned entirely by the project staff, topics for the monthly inservice meetings were drawn from the expressed needs of the teachers. An attempt was made to secure the services of persons having a national reputation to address the teacher interests. In addition to the attendance of participants and resource teachers, invitations to the monthly meetings included those leaders in the public schools directly related to the topic at issue. The calendar of agenda follows.

September 30, 1966

- "Professional Educators in the Urbanized Society: Teachers for Citizens or Trainers of Denizens?", lecture by Warner Bloomberg, Professor of Urban Affairs from the University of Wisconsin at Milwaukee.
- Question period and discussion.
- "The Teacher Model and Low-Income Children", by Warner Bloomberg.
- Question period and discussion.

October 25, 1966

- "The Columbus Commitment to Educating Children of the Poor", by Joseph Davis, Assistant Superintendent of Special Services for the Columbus Board of Education.
- Question period and discussion.
- "The Elementary Education Program for Our City", by Hortensia Dyer, Coordinator of Elementary Education for the Columbus Board of Education.
- Question period and discussion.
- "Nonverbal Communication in the Classroom", by Charles Galloway, Professor of Education, The Ohio State University.
- Question period and discussion.
- Distributed: "A Summary of Eight Columbus Projects Being Operated Under the Elementary and Secondary Education Act of 1965".*

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*Some of the materials distributed during the monthly inservice meetings are presently available upon request from the Project Director. The available materials are indicated with an asterisk.

November 30, 1966

- "Teacher Ethic and Communicating With Parents", by Robert Strom, Professor of Education, The Ohio State University.

- Question period and discussion.

- "Learning Theory and Teacher Behavior", by Robert Strom.

- Film - Conscience of a Child: The importance of identification in the development of moral judgment is traced by comparing four and five year old youngsters from different families. Special emphasis is placed on the role of the father. Dr. Robert Sears of Stanford University is the moderator describing his own research study. Rented from: University of Indiana, Audio-Visual Center, Bloomington, Indiana, $5.

- Distributed: "Education -- Key to Economic Equality for the Negro", by Robert D. Strom.*

December 14, 1966

- "Modern Math for the Inner-City Classroom", lecture by Vere DeVault, Professor of Education, University of Wisconsin.

- Question period and discussion.

- "A Demonstration of Teaching Modern Math", by Vere DeVault, using the Preface Plan participants as pupils.

- Question period and discussion.

- Films - Portrait of a Disadvantaged Child: Shows various factors affecting Tommy's ability to learn and his frustration at school. Contrasting homes show families supportive and others neglectful. Also film Portrait of the Inner-City School: Depicts varied teaching techniques -- some good, some ineffective and some harmful. Special problems and needs as well as strengths and values of poverty children. Each film is 16mm, black and white, 20 minutes in length, rented from Kent State University Film Library, Kent, Ohio, $3 and $3.75 respectively.

January 21, 1967

- "Cognitive Styles and Creative Production", lecture by Robert Strom.

- Question period and discussion.

- "Measurement of Creative Potential", lecture by Robert Strom.

- Question period and discussion.

- Distributed: THE CREATIVE PROCESS, edited by Brewster Ghiselin. New York: Mentor Books, 1964 (paperback, 60¢).

- Distributed: "A Bibliography of Publications in Open Sources Related to the Minnesota Studies of Creative Thinking."*

- Demonstrated: The Imagicraft Record Series by E. Paul Torrance and Bert Cunnington designed to foster creative production in the elementary school (Ginn and Company). Each of the ten records in the series were made available for loan to participants for the remainder of the school year.

- Mid-Year Evaluation: Results of the evaluation appear in this report on pages 64-72.

February 21, 1967

- "Evaluation in Teaching"*, lecture by Karou Yamamoto, Professor of Educational Psychology, University of Iowa.

- Question period and discussion.

- Film - Blackboard Jungle: A teacher newly assigned to an inner-city school tries to overcome the pressures put on him by his misbehaving students. The drama centers about his own indecision to leave the job or face up to the problem of improving his student relationships. 16mm, black and white, 2 hours in length, rented from: Twyman Films, Dayton, Ohio, $25.

March 22, 1967

- "Successful Reading Approaches for Teaching the Disadvantaged Child", by Deborah Elkins, Professor of Education, Queens College of the City University of New York.

- Demonstration: Teaching Reading with the Preface Plan participants serving as pupils.

- Question period and discussion.

- Distributed: "Questions Calling for Tentativeness"*

April 24, 1967

- "Low-Income Children and Classroom Discipline", lecture by Jacob Kounin, Professor of Education and Clinical Psychology, Wayne State University.
- Question period and discussion.
- "Principles for Effective Classroom Management", lecture by Jacob Kounin.
- Question period and discussion.
- Film - A Presentation of Four Situations Involving Teacher-Pupil Conflict: This film was made by Dr. Kounin in connection with his research project.
- Question period and discussion.
- Distributed: "Columbus Public Schools Policy Statement on Discipline"*
- Distributed: "A Bibliography Regarding Misconduct in the Classroom"* by Jacob Kounin.

May 24, 1967

- "How to Talk Dirty and Influence People: An In Depth Consideration of Slum Language", lecture by Harry Chovnick, Chief of Psychiatric Services for the Columbus State School.
- Question period and discussion.
- Film - Raisin in the Sun: Portrays the conflict within a Negro slum family when they receive a $10,000 insurance bequest. Each member is dominated by strong personal feelings and even strong outside influence as to how the money ought be spent. 16mm, black and white, 2 hours in length. Rented from: Modern Sound Pictures, 1410 Howard Street, Omaha, Nebraska, $30.
- Final Evaluation: Results of the evaluation appear in this report on pages 72-77.
- "A Personality Profile of the Preface Plan Teachers", by Robert Strom and Amy Blue, Research Assistant for the Preface Plan Project.
- Distributed: "A Rationale for Teacher Change in Elementary School",* by Robert Strom and Charles Galloway.

## Results

The evaluation of this project took place at three different points in time, August 1966, January, 1967 and May 1967. By way of review, the participants and resource teachers assessed their 1966 summer Preface training in terms of a Q-sort hierarchical rating and a free subjective reaction. From the Q-sort it was learned that in the main direct experience with the poor such as home visits, juvenile court attendance and conversations with ADC mothers rank higher as help sources in the estimate of participants than do program aspects of indirect experience like lectures or discussions about hypothetical circumstances. Favorable reaction on the part of both participants and resource teachers was forthcoming in the subjective evaluation. According to the participants, increased confidence and sensitivity were the major outcomes for them as well as a decline in their fear and reluctance to teach children of the poor. The summer program was cited by the resource teachers as relevant in content for persons teaching in the low-income neighborhoods of Columbus, realistic and well balanced in scope, and worthy of presentation to all new teachers of the inner city.

### Mid-Year Evaluation

To determine the continuing aspects of program effect as well as identify the teacher's self-defined problems and satisfactions, each participant was asked to respond in writing to five questions. An extensive sampling of teacher comment accompanies the questions.

## GIVEN THREE MONTHS OF TEACHING EXPERIENCE, AS YOU LOOK BACK DO YOU FEEL THE SUMMER INSTITUTE WAS OF SIGNIFICANT BENEFIT? EXPLAIN.

It was assumed that having taught for three months the participants would be better able to assess in retrospect the relevance of the six-week Preface training. Looking back the teachers, all of whom claimed benefit, stated these positives:

"I think I felt much more sure of myself when I walked into school the first day. I am sure that it would have been a much greater shock if I had not listened and learned this past summer -- from many sources."

"To be forewarned is to be forearmed. This course was like preventive medicine. I know that some experiences were handled much more casually and smoothly because I was ready to accept them, not shocked by them nor bewildered in my attempts to remedy certain situations."

"It helped me prepare for the poverty I was to see. Prior to my summer experience I had no idea what poverty was really like. Also the various speakers enlightened and aroused my interest about the racial issue and how it relates to education."

"I feel the summer workshop was very valuable as I began to understand the problems and frustrations of parents in the inner-city in addition to receiving alot of inspiration."

"The variety of speakers that we encountered gave me alot of insight on the problems of the inner-city children that I had not been subject to."

"It gave me the opportunity to observe the life of the inner city and see some possible solutions to these problems."

"I felt better qualified and able to cope with some of the situations which arise; I have a better understanding of these people and their problems."

"The experiences were very worthwhile and the knowledge helped me in understanding problems of the inner-city child."

"The summer program was of significant benefit to me as it helped to know the type of area I would be teaching in, the kinds of children I would face, and the homes from which they came."

"I feel the summer institute was of significance as it prepared me for the basic problems which I have encountered in the low-income area."

"I think the program has great value in helping to realize what children from low economic families are like, how they live and how the teacher can work with them."

The fact that every single participant cited the summer experience as valuable just as they had at summer's end ought not be taken as complete satisfaction on their part. That the program had its limitations is apparent from these remarks:

"I feel that there could have been more teaching aids and ideas presented regarding method during the summer than was the case."

"I think that I would have benefited more by greater exposure with direct experiences and less emphasis on lectures."

"I would have derived greater benefit if we had dealt with more individual problems, worked with kids longer, and spent more time in the neighborhoods."

BRIEFLY INDICATE THE MAJOR PROBLEMS YOU PRESENTLY CONFRONT.

There were several reasons for soliciting the expression of teacher problems. For one thing, it could point up omitted or ineffective elements of the summer program. Further, it would permit a second chance for training in that the common problems identified at this juncture might serve as inservice content for future months. The relevance of monthly meetings would thereby be improved. Finally, for my own information in working with the entire group, it would be useful to know something of the degree to which teachers are self aware of their problems -- whether and how they differ in perceiving their classroom problems from help source persons with whom they work.

"Discipline is always a major problem with teachers and I believe it is the only major one I have at this time."

"I am having a problem disciplining my afternoon kindergarten class. They seem to be rather wild and immature."

"Although I think of it as a challenge, the problem confronting me is that of instruction as I am working with a slow group of children."

"Discipline has actually been my only real problem. The children seem to talk incessantally."

"I feel that my major problem at this time is that of discipline and classroom management."

"I think I find it most difficult to know how to react to the children and some of the things they do. This relates to discipline too."

"The only major problem is what to do with the 57 I.Q. and the 75 I.Q. in my classroom."

"The only real problem I see is adapting the curriculum to child needs, not the overall average."

"I feel that I am not getting through to every child as I would like to. It seems that there should be some method of reaching them, especially in reading, yet I do not feel I am completely successful. This leads to spells of depression -- is it the child or me?"

"My major concern by far is whether any of the material I am attempting to make meaningful will ever be relevant to them. Some of our texts are not the best and I am not sure yet how to write my own."

"Even though the children are sufficiently motivated, they have low capacity for learning and retention. This is frustrating to the teacher and the children."

"The only problem I worry about makes it impossible to be concerned about much else. Our problem is our principal. I worry about her impact on my children."

"Our principal -- she's neurotic!"

"The problem of what I can do to try to get the parents actively involved in my program."

"The amount of my own money spent for simple supplies to obtain normal results in a kindergarten setting. Sometimes staff relations pose a problem. They feel I am too sure of myself for a beginner."

"Basically my major problem is not enough time and energy to teach a split grade."

HOW DO YOU FEEL ABOUT YOUR TEACHING? HOW WELL DO YOU FEEL YOU ARE DOING?

The intention of this question was to gain some notion of teacher satisfaction with the assigned circumstance. It was also hoped that certain of the self criteria for success embraced by each teacher might appear and so add to my knowledge of them as persons.

"I feel, considering it is my first year of teaching, that I am doing a fair job. There are many improvements for me to make and many new things to try."

"I feel like I am doing a fine job of teaching and I enjoy it although I do get frustrated once in a while."

"I feel I am a good teacher -- how good for these children in the academic subjects I am not sure. But I do feel I have proven myself to be a good anchor, stablizer and example for them."

"I am doing a satisfactory job but it does not equal the extent to which I was effective in the past in another setting."

"Having been placed in a primary grade after having all intermediate experience, I was apprehensive. After a period of adjustment, I feel I am doing a good job with my children and I enjoy the grade level."

"I am in a state of ambivalence. Sometimes I feel as though I am doing adequately and at other times less than satisfactory."

"At times I feel very frustrated but I think I am doing an above average job for a first-year teacher in this setting."

"At the moment I feel that if I could control the discipline problem, I would have a much better learning situation set up and would feel more relaxed in my work."

"I feel I am doing a good job. My discipline seems effective and fair. The children seem to enjoy school and respect my rights as well as each others. They are learning slowly, but surely."

"I feel I am doing an adequate job although I am sometimes frustrated because there is so much I want to do but the split grade I have prevents it."

"I feel that I am doing the best I can with what materials I have. I can tell this by how the children have changed since the beginning of the year."

"I think I am doing an above average job considering this is my first-year of teaching."

"I feel that I am doing a better job of teaching now than when school first began in September since I have learned to relax and know more about my children."

"Now that I know the children pretty well, I feel I am doing better. There are still many things I need to learn however."

"Pretty darn good considering the progress I feel the children have made since September."

"I am not completely satisfied with my teaching nor am I distressed. I don't feel I am providing enough background in some areas that is badly needed. I also wish I could provide more enrichment for my more able students."

"I feel I am doing a good job. There is always room for improvement but I feel that I am meeting individual needs."

HAS YOUR PREFERENCE CONCERNING THE TYPE OF NEIGHBORHOOD YOU ORIGINALLY REQUESTED TO TEACH IN CHANGED OR REMAINED THE SAME? EXPLAIN.

While the Preface Plan did not primarily purpose to reduce teacher turnover in the central city, it was desirable to know the ways in which the summer training and subsequent classroom experience had altered the neighborhood teaching choice of participants. Practically speaking, the issue of choice is important in that whenever the teacher is dissatisfied with his job, he is difficult for students to please -- and perhaps to learn from.

Table 1 reveals that a dramatic change in the teachers' neighborhood preference for assignment occurred between June 1966 and January 1967. Whereas in June only eight teachers had elected to teach in low income schools, by mid-January the number was seventeen. During the same interval of time, the number of teachers whose original choice was a middle-income neighborhood declined from eight to one. The five persons who in June had indicated no preference had during the interim made a decision either in favor of the low-income setting or were among the three expressing indecision at mid-year.

| Type of Neighborhood | Preference Indicated in June 1966 | Preference Indicated in January 1967 |
|---|---|---|
| Low Income | 8 | 17 |
| Middle Income | 8 | 1 |
| No Preference | 5 | 0 |
| Undecided | 0 | 3 |
| Total | 21 | 21 |

Table 1. Teacher Change in the Preference of Neighborhood for Assignment.

AT THIS TIME, WOULD YOUR CHOICE BE TO TEACH IN THE SAME SCHOOL NEXT YEAR? EXPLAIN.

To infer from inner-city staff turnover statistics that all teachers requesting transfer necessarily dislike low-income children or the children's parents may be convenient as an assumption but it is also erroneous. There are a great number of sources of teacher discontent other than parents and children; one can be disappointed with the principal, fellow staff members, a lengthy distance from home to school and so forth. To minimize the level of inference that would be made regarding transfer among our own sample and to know better something of the teacher relationships within the school, this above question was included. According to the teachers at midyear:

Yes, the staff is very close and the principal is excellent. She anticipates our needs and is most understanding of all our problems. She is always ready to help or offer a word of encouragement to new teachers. Also, she has indicated a great deal of confidence in me, which is very inspiring."

"I would choose to teach in the same school next year because I have an excellent principal-teacher relationship which makes a better atmosphere for the children involved."

"Yes, my reasons for staying are that the teaching staff is small and therefore enjoyable. I am satisfied working in the socio-economic level of these children."

"I am not sure, probably not. The main reason is the negative personality of the principal."

"I think I would prefer teaching in another school next year unless I decided to work in the prekindergarten. I enjoy the staff at the school immensely, but object to the hardened attitude of my principal and his opinions concerning punishment. He exerts little influence at the prekindergarten level."

"Yes, I would teach in the same school next year because I like the school and working with the children. Also I feel that teaching here is quite a challenge to me."

"I will not be here next year. However, if I were going to be here, I would prefer to stay where I am."

"I don't know. If I were going to stay here I would try to get a school closer to home. But if I could not get a transfer closer to home, I would stay."

"Yes, I have enjoyed my experiences there and would like to continue there. I enjoy working with the children."

"I like Columbus, enjoying working with the children in this school; the staff is congenial, and I have a principal who is helpful and will back me if necessary."

"Yes, it takes the first year in a new situation to get your feet wet -- no matter where you are or what kind of job you are in. Another year should be much better. Parent acquaintances have been made and many things, records, etc., that were so new and confusing are now familiar and less taxing on the nerves. Should be able to do a better job by staying and roll with the punches."

"I plan to teach there next year providing I am still speaking to the principal."

"Yes, I am satisfied with the environment, the children and the faculty. The only reason I would change would be due to the distance I have to travel in order to get to school each day. Already I have had many memorable, enjoyable moments with my children. I feel we have established a great relationship and great rapport between us."

"Yes, the principal and faculty are wonderful. This school presents a challenge to me. I feel these children need good teachers as much if not more than children of another neighborhood."

"My transfer is in for two reasons: the tension created by the principal makes it extremely difficult to do an adequate job teaching and my distance from school to home. I will overlook the travel time and distance if something can be done about the principal."

"Yes, I would choose again to teach in the same school as I have ideal conditions for kindergarten (a small class, our own bathroom, our own outside exit.) I enjoy working with these children because they are not spoiled like middle-class children and appreciate every simple thing that you do for them. They crave for attention and recognition and I as a teacher believe this is a very rewarding experience."

"I enjoy teaching in my school. The children are easy to work with and I feel I am getting a great satisfaction from working with them."

"Yes, I enjoy the honesty, warmth and the frankness of these children. I guess I also feel more urgently than ever before that these children need so much more. Whatever I can give them will be of some benefit I hope. Seems to be so much more challenge here not because some say they are dumber but because they need so many more things -- mentally and emotionally, that it keeps me hopping!! I enjoy them!"

## Final Evaluation

At the concluding monthly inservice meeting, the participants were asked to respond in writing to the following questions:

HOW WELL DO YOU FEEL YOU ARE DOING IN THE CLASSROOM? ALSO, BRIEFLY INDICATE THE MAJOR PROBLEMS YOU PRESENTLY FACE.

This inquiry was meant to determine whether any appreciable change in teacher satisfaction had occurred. There was also a concern as to whether the criteria for self success had altered since the mid-year expression of this matter. While several persons indicated more satisfaction and confidence than they had at mid-year, there was only one instance in which great dissatisfaction was issued. The criteria for self success was altered in a number of cases toward instructional goals and away from an emphasis on classroom discipline.

"I like to think of my teaching in terms of the changes over the year. I feel I have learned a great deal. I think I am doing much better than at the beginning of the year. I think I have improved and done a more capable job because of the understandings I gained from the Preface Plan Project this year. My biggest problem remains that of making instruction relevant."

"I feel I am doing an adequate job overall. I am disturbed by the grading system and the early failure imposed upon the children. I wish for more time for talking individually with students, particularly those troubled ones in my class."

"My teaching this year was quite a challenging experience in teaching since my children were very slow in many aspects; the problem of devising realistic expectations bothers me but I feel that I did a good job of teaching."

"The children have progressed so well and we have all been so happy together that I think I must have done a fairly good job. The biggest problem is handling wide differences in ability."

"Mixed emotions; I am not entirely satisfied yet feel I am doing a job that is more than adequate. If only the reading deficiencies were less, things would be easier."

"I feel that I am doing a fairly good job although there are many procedures and methods that I need to work on or to change completely. I really do enjoy teaching and I believe that I am learning as well as attempting to teach."

"I have been satisfied with most of what was accomplished this year. I have enjoyed every day up until this last month. I prefer working with the better students -- my patience is wearing out with the lazy obstinate children."

"I feel I am doing everything possible for my class; I think I am a good, sensitive, aware teacher. My greatest difficulty involves finding enough time to work individually with those needing such attention."

"I feel moderately successful. I wish I could redo many things I think I have failed at this year. I am particularly pleased with the relationship I established with my students. I wish I had the experience of past years of teaching to have done more for them. I did feel great success for them because I managed to get all but two of them reading in at least the transitional 3-4 reader and seven read on a fifth grade level."

"I have truly enjoyed this school year. I feel I will be more organized next year because I have now learned how to handle a split class. Many of my goals were not accomplished but I did have an excellent relationship with all my children."

"I really enjoy my teaching but still become frustrated and anxious whenever confronted with a discipline problem."

"I feel quite successful although I plan to do many things differently next year. The great part of my teaching experience this year has been a learning experience for me -- learning how to teach. I am proud of what I have accomplished this year but I want to do even better next year."

"I feel I have done at least an adequate job. I cannot say I am satisfied with all that I have done because there are many, many things I could and should have done better. I am sure that I have gained valuable experience to help improve my job next year though."

"I feel I have been very successful in my teaching. However, there is a need to plan sessions better for two sessions of kids; all in all, I feel the children are ready for first grade and will be successful in their endeavors. I certainly have enjoyed the year very much."

HAS YOUR PREFERENCE CONCERNING THE TYPE OF NEIGHBORHOOD YOU ORIGINALLY HOPED TO TEACH IN CHANGED OR REMAINED THE SAME? EXPLAIN.

Information gleaned from this question completes the effort to tap teacher preference for neighborhood assignment over a year's time during which one has been exposed to a program designed to support his mental health as a person and effectiveness as a teacher. Table 2 indicates that whereas in June 1966 only eight teachers preferred low-income settings, one year later the number had increased to twenty. Concurrently, the number of teachers initially electing middle-class settings was reduced from eight to one. All persons without a preference at the beginning of the program or undecided during its course had by May 1967 determined a preference.

| Type of Neighborhood | Preference Indicated in June 1966 | Preference Indicated in January 1967 | Preference Indicated in May 1967 |
|---|---|---|---|
| Low Income | 8 | 17 | 20 |
| Middle Income | 8 | 1 | 1 |
| No Preference | 5 | 0 | 0 |
| Undecided | 0 | 3 | 0 |
| Total | 21 | 21 | 21 |

Table 2. Teacher Change in the Preference of Neighborhood for Assignment.

WHAT ARE YOUR PLANS FOR SEPTEMBER 1967? WILL YOU REMAIN IN THE SAME SCHOOL? EXPLAIN.

Twenty of the twenty-one participants indicate that they expect to be on staff for the Columbus Public School system again next year. Their projected plans suggest:

- 15 will remain in the same school by choice.
- 5 have requested a transfer (3 because of conflict with their principal and 2 because of distance to school).
- 1 is moving to another city and will teach there (California).

THE MONTHLY INSERVICE MEETINGS HAVE BEEN:
(a) OUTSTANDING
(b) ABOVE AVERAGE
(c) AVERAGE
(d) BELOW AVERAGE
(e) POOR

Since one of the most frequent complaints among inner-city teachers in general is that inservice meetings offered are lacking in relevance, it was desirable to know something of our own instance. The day-long monthly inservice sessions occuring between September 1966 and June 1967 were judged as follows in the estimate of the twenty-one participants.

- 6 teachers indicated that the monthly inservice meetings were outstanding.
- 14 teachers indicated that the monthly inservice meetings were above average.
- 1 teacher indicated the monthly inservice meetings were average.
- None of the teachers indicated that the monthly meetings were below average.
- None of the teachers indicated that the monthly inservice meetings were poor.

WHAT ARE THE SHORTCOMINGS OF THE PREFACE PLAN THAT SHOULD BE MADE KNOWN TO OTHERS INTENDING TO REPLICATE THIS PROJECT?

"More educational speakers directly in contact with poverty problems."

"I would like to have group meetings or grade level meetings now that we have had one year of experience. Workshops on grade levels would be helpful."

"There should be more contact with people in the inner city like our trip with the social worker and working with ADC mothers."

"More direct experiences during the summer session with poor children and their families."

"More discussions with people who live within these deprived areas or who work with these people everyday of their lives. I highly recommend a panel of teachers from schools in these areas to discuss what they do in regard to discipline, etc."

"More dealings with disadvantaged children and parents would be greatly helpful if possible."

"I would have appreciated more evaluation but I understand why this original plan was prevented from being carried out. Perhaps more experience with the children in a larger group would be beneficial."

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DO YOU RECOMMEND THE PREFACE EXPERIENCE AS BEING VALUABLE FOR TEACHERS NEWLY ASSIGNED TO THE INNER CITY?

All twenty-one of the participants answered 'yes' to this question adding the following remarks:

"Most definitely! I would have been absolutely lost if I hadn't had that help -- the first year is hard with it -- without it, it would have been misery!"

"I think it is absolutely necessary for first-year teachers."

"Yes, I feel that this project helped me greatly as it acquainted me with the problems of the inner-city life. I was never exposed to this in college and was terrified of the thought of teaching in such a place."

"I think all new teachers should have this experience. If nothing else is gained at least the teacher will approach her teaching with a positive attitude -- very important. Your attitude is 9/10 of that which determines your success in these schools. No one with a poor attitude can possibly succeed in these schools."

"Where teachers lack experience, they frequently need guidance and insight into how to begin. A teacher who has some background not only can work more effectively but also has more confidence. The teacher who works with the culturally deprived needs to have a great deal of understanding about these children. One of the biggest aims in working with the deprived is understanding them. For these reasons I feel that the Preface Plan can be an effective experience and a valuable one for first-year teachers."

"Yes, mental attitude and teacher understanding of situations and self are doubly important here -- middle-class backgrounds make one feel quite inadequate. It takes a large amount of self confidence in oneself and ability and if one has not had experience before, it would be much worse."

"Yes, because I think the problems I met this year would have been even greater if I had not had the opportunity to become aware of them and thus better prepared for them."

"Yes, I found it most helpful. I attained a good deal of insight regarding problems of the poor and their educational difficulties."

Principals. Building principals in Columbus Public Schools are charged with the responsibility of evaluating the professional growth and teaching service of all teachers assigned to their school. For this reason it was relevant to pose the following question to each of the eleven principals involved in the Preface Plan Project.

IN GENERAL, HOW DOES (PARTICIPANT'S NAME) COMPARE WITH OTHER NON-PREFACE PLAN TEACHERS NEWLY ASSIGNED TO THE INNER CITY WHOM YOU HAVE SUPERVISED?

From Table 3 it is apparent that most of the participants, whether previously experienced or not, ranked rather well in their first year of inner-city work according to their principals. Nine were judged above average, ten average and only two poor, both of whom incidentally were teachers having previous classroom experience.

| Performance | Experienced Preface Plan Teachers | First-Year Preface Plan Teachers | Total |
|---|---|---|---|
| Outstanding | 0 | 0 | 0 |
| Above Average | 6 | 3 | 9 |
| Average | 4 | 6 | 10 |
| Below Average | 0 | 0 | 0 |
| Poor | 2 | 0 | 2 |

Table 3. The Teaching Performance of Preface Teachers as Compared with Non-Preface Teachers in the Estimate of Building Principals.

In addition to this general evaluation of teaching performance by principals, Assistant Superintendent Davis made available the end of the year evaluation forms regarding each of the teachers. Completed by all of the system's teachers in concert with their principal, the Columbus evaluation form is composed of 44 items dealing with personal qualities, professional qualities and teaching performance. The purpose and instructions for this instrument as well as the instrument itself are to be found in Appendix H.

To determine the principal's reaction to the year-long inservice activity in which certain of their staff members had been involved, this inquiry was made:

BRIEFLY INDICATE YOUR PERSONAL ASSESSMENT OF THE PREFACE PLAN AS A WAY OF HELPING FIRST-YEAR TEACHERS BE MORE EFFECTIVE.

"Our three teachers were helped greatly with the Preface Plan. They were informed ahead of time about some of the problems they would be facing. Being exposed with the literature is but one way to prepare for an inner-city school assignment. Bringing resource people to these teachers, focusing on specific problems, going to juvenile court to hear actual cases certainly presents live problems visually!"

"A very good means of helping first-year teachers; however, it could also help experienced teachers entering an inner-city school for the first time. A more thorough understanding of the program by the principal would help. I hope the program continues."

"Perhaps the most important aspect of the program was the awareness of the kinds of problems the children had and those which they brought from the home. How this Preface teacher handled situations which arose stemmed from what she learned in her inservice class and from her fellow teachers. It was difficult yet with this teacher I feel she profited from the program."

"It helps prepare them for problems but the principal should be more involved in planning and teacher selection."

"I believe the first-year teacher is helped by the guidance given her. Experienced teachers too would profit from this guidance. Among the positive factors I noted were: acquaintance with the problems of the inner-city school children was made; more effective communication with children and parents was possible; when possible constructive ideas could be shared with other teachers; at staff meetings thoughtful ideas could be considered which influenced the establishing of learning programs and school policies; within the teacher was developed a feeling of confidence which helped the teacher cope with the problems arising in the classroom and on the playground; and concern was aroused over procedures used to affect desired behavior and learnings."

Central Administration. The following observations were prepared by Joseph Davis, Assistant Superintendent of Special Services, Columbus Public Schools, and represent his entire statement offered upon conclusion of the Preface Plan program in June 1967.

My impressions of the Preface Plan unfortunately are not based upon direct, continuous and systematic observation of the project in operation. Instead, my impressions are based upon conversations I have had with principals, resource teachers and officials at the school administration building whose operation was touched in some way by the plan and the project director.

Many aspects of the Preface Plan have created a favorable impression upon me. Above all, I appreciate the fact that the project was a collaborative effort involving a large-city school district and the school of education of a major state university. The problems and issues confronting such school districts and institutions of higher learning are so numerous and complex -- and the human and material resources at the disposal of such districts and institutions are so limited -- it seems essential that they embark on collaborative efforts whenever possible in approaching issues of joint concern. Such an approach can minimize fragmentation of effort and maximize campus-field productivity.

The Preface Plan was a unique collaborative effort in terms of magnitude, concept and precedent. Many of the problems that developed during the life of the project surely can be traced to the fact that the Columbus Public Schools and the School of Education of The Ohio State University had only limited experience of a genuine collaborative nature to draw upon in conceiving and implementing the Preface Plan Project. Perhaps the major outcome of the project will be the fund of experience in collaborative relationships generated by the project.

Another promising outcome of the project was the development of a prototype preservice and inservice professional growth program for teachers assigned to inner-city schools. I share the project director's belief that schools of education can hardly be expected to provide sufficient orientation to the problems confronting the prospective inner-city teacher and strategies for coping with such problems. Of necessity, teacher education at the undergraduate level must focus on the development of general knowledge, skills and competencies. However, the prospective inner-city teacher requires a focused pattern of preparation if he is to cope effectively with the social and educational milieu into which he is cast. Although some general background is essential, it seems to me that the teacher's preparation for an inner-city assignment should be as specific and as focused (in terms of the socio-economic mix of the school to which he is being assigned) as possible.

Principals of inner-city schools involved in the Preface Plan Project have told me that the project has quelled some of the fears of new inner-city teachers. I regard this as significant because such fear is commonplace among teacher candidates. I firmly believe that most of this fear springs from ignorance of inner-city conditions. I suspect that the perceptions of inner-city schools of too many prospective teachers are formed through their reading of popular magazines. Articles in such magazines tend to give too much emphasis to copy that has shock value. Beliefs and behavior patterns that are common among the inhabitants of the inner city do not get reported in such journals. For example, I doubt that the typical teacher-in-training is aware of the tremendous desire of inner-city parents for good education for their children.

As our prospective inner-city teachers participated in Preface Plan activities during the summer of 1966, they became aware of the socio-economic context in which their pupils were growing up, they became aware of public and private agencies concerned with the welfare of these children and their families, and they came face to face with many of the barriers to school achievement of inner-city children. This awareness and confrontation with the realities of the inner-city helped these teachers develop feelings of security, which are of fundamental importance to effective instruction in any socio-economic mix.

Another positive aspect of the Preface Plan Project was the opportunity it gave teachers facing similar situations to get together and share their problems, their triumphs, and their concerns at regular intervals during the 1966-1967 school year. As a result, they surely felt less isolated in a school district that employs more than 4,500 teachers. All too often the teacher perceives only 850 square feet of the "battleground", and he quite naturally forms the impression that he alone is involved in a daily struggle for success and fulfillment. It is comforting to people to know that they are not alone, that others share their same challenges, and that reinforcements are available.

I like the idea of releasing teachers during the regular hours of the school day for professional growth activities as we did in the Preface Plan. Holding such activities at the end of the school day, in the evenings or on Saturdays probably is better than not having any such activities at all. But I believe that professional growth activities are so important, strategies should be devised to involve teachers in such activities during the regular hours of the school day when they are fresh and relaxed and in position to attend fully to the activity at hand.

It seems likely that the Preface Plan Project would have been enhanced if the public-school system were to have been more directly involved in the planning of certain operational features of the project. Principals of the Preface Plan schools expressed a concern about not having been involved in the initial planning of the project. This has been a common complaint of inner-city principals, and it is heightened by the vast number of new projects that have been launched in the wake of new federal legislation. Not only would it have been desirable for principals to have been involved in the initial planning of the project, but it also seems likely that principals should have been more heavily involved in preservice activities held during the summer of 1966 and the monthly meetings held during the school year.

A number of the principals in the project and some of the teachers expressed a belief that greater utilization should have been made of successful inner-city practioneers and less use made of experts "from other institutions of higher learning." Perhaps this is a moot point, but I think it is one that should be borne in mind as future Preface Plan projects are planned.

Several school people expressed a concern about the effect of the Preface Plan Project on the overall image of the Columbus Public Schools. They felt that outside experts seemingly were not aware of many of the efforts of the school district to improve learning opportunities in inner-city schools. Quite simply, they felt that the position, practice and performance of the Columbus Public Schools were not represented sufficiently -- and at times fairly -- by resource personnel.

If I were to offer one suggestion for planners of future Preface Plan projects, I would suggest that major attention be given to the inner-city family as a unique sociological phenomenon. The family is the basic unit of our social structure. All teachers need to have a more profound understanding of the family regardless of the socio-economic level of the community or neighborhood in which they teach. It is even more essential that inner-city teachers be family-conscious, for quite likely the typical inner-city family is quite different from the one in which he grew up. I believe what I am saying is this: In any preservice or inservice professional growth program for inner-city teachers, organize a significant portion of the program around the problem area of the inner-city family.

## Discussion

To properly interpret the results of this report which were obtained at several points in time over a period of one year, it is necessary to emphasize their chronology. A consideration of equal importance is the relationship among inquiries forming the results. These two factors, time of inquiry and relationship of items, combine to urge a discussion that focuses upon: (a) the nature of the Preface Plan, its value and potential; (b) the Preface teachers, their inclass problems and success as perceived by self and others; and (c) teacher change in the preference of neighborhood for assignment.

Using a Q-sort for hierarchial ranking of 36 summer experiences, it was learned from participants and resource teachers that more value accrued from direct encounter with the poverty population such as home visits, juvenile court attendance and conversations with ADC mothers than derived from indirect experiences like lectures and discussions of mock situations. A single exception to the high value position assigned direct experience was the videotape teaching sessions with a small sample group of low-income elementary children. In part this anomaly may be accounted for by the brevity of the teaching situation but it also may reflect the project director's omission to sufficiently prepare teachers unfamiliar with videotaping for the activity. In the main the program aspects offering direct involvement with the poor held the highest value -- and this persuasion among the teachers persisted for the life of the project.

According to the participants the summer phase provided them with confidence, understanding, increased sensitivity and a reduction of fear. There was little waiver in the claim of benefits with most participants still indicating a year later their gratitude for the Preface training enabling them greater mental health and instructional effectiveness. They ranked as 'above average' the monthly inservice sessions during the school year that had been designed to accommodate their expressed and observed needs. Without exception, members of the experimental group have recommended the Preface Plan experience as helpful for all teachers newly assigned to an inner-city position.

Shortcomings were also a part of the Preface Plan. While the participants felt they would have benefited more from an increase of direct experiences with the poor, the major limitation cited by principals was somewhat different in focus. Some building administrators complained of being insufficiently involved in the selection of participants and planning the program. This was regrettable and unavoidable. The assistant superintendent and I both would have gladly welcomed help from the princiapls during the initiation stages. Unfortunately, the process of selecting teachers by schools as initially intended was dismissed due to the unanticipated low teacher turnover rates for 1966-1967. As it was, forty-two teachers were contacted and invited before twenty-one accepted.

In my own judgment, what appears as the greatest obstacle to overcome by those choosing to replicate the Preface effort involves institutional commitments. It seems absolutely vital that when members of the university and public school community elect to carry on joint efforts, they first make certain the institutional commitments they are authorized to make are in fact binding upon their entire institution, including members outside of one's immediate authority. Otherwise, there can only be departments of institutions that make commitments to departments of other institutions instead of the more desirable agreements at the institutional level. The rub works both ways and is equally frustrating I am sure to public schoolmen. For example, the Assistant Superintendent of Columbus Public Schools has indicated:

> "The Preface Plan Project was a unique collaborative effort in terms of magnitude, concept and precedent. Many of the problems that developed during the life of the project surely can be traced to the fact that the Columbus Public Schools and the School of Education of The Ohio State University had only limited experience of a genuine collaborative nature to draw upon in conceiving and implementing the Preface Plan Project. Perhaps the major outcome of the project will be the fund of experience in collaborative relationships generated by the project."

Becoming aware of the participants' teaching problems as self-perceived was an important quest since it could point up omitted or ineffective aspects of previous training and at the same time identify issues that ought serve as content for future inservice meetings. Also, to ask someone to state problems is to provide an index to his goals. For the most part, participants indicated discipline as the major problem at mid-year. Whether the subsequent monthly inservice meeting regarding classroom management or the director's counsel regarding this matter made a difference is uncertain; what is clear however is that the criteria for self success was in a number of cases altered between January 1967 and June 1967 away from an emphasis on discipline and more toward that of instructional goals.

Because satisfaction and confidence relate to success in the classroom, an inquiry was twice made of teachers on this issue to ascertain both the mid-year level of satisfaction and any change registered by June. The fact that several more persons expressed confidence in June than the number at mid-year is attributed in part to a revision in the criteria for success held by some teachers away from discipline and toward instruction. A rather interesting point involves the program effect as compared with numerous other studies that cite 'lack of confidence' among teachers new to the inner city as a major reason accounting for transfer. Indeed, the participants of this project were more confident than some of their colleagues thought they had a right to be as newcomers to the inner-city context -- my hunch is that this position generated some of the difficulties faced in the realm of staff relations. Perhaps the high level of confidence led also to perceptions of self success that exceeded the estimate of success as judged by the principals. While nineteen of twenty-one participants ranked as average or above average in the principal's estimate, the participants were somewhat more generous to themselves in self evaluation. I believe that the high self esteem maintained, however discrepant from that of the supervisor, was a sustaining factor for a number of the participants.

It is usually reported that teachers newly assigned to low-income schools experience a growing disaffection for their situation and by the end of the year, if they remain that long, are likely to request a transfer to some more economically favored neighborhood.

Certainly to be satisfied with the neighborhood and school in which one teachers is important for dissatisfied teachers not only perform less well than they might but often are difficult for children to please, a circumstance always inimical to achievement. At the beginning of the Preface Plan Project, only eight of twenty-one participants elected inner-city teaching; by mid-year that number had grown to seventeen and later, at year's end, to twenty. The reasons for this change are not all known. What is known is that the teachers early declared benefit from the program in terms of increased confidence, understanding and sensitivity -- that they later expressed satisfaction with themselves as teachers of the poor -- that nineteen out of twenty-one were ranked by principals as average or above and that most have elected to remain in the same school next year -- factors which to my mind are powerful arguments for the assertion that the Preface Plan can in addition to preparing teachers to do well in low-income neighborhoods also encourage their tenure in such positions.

## Conclusions

At the beginning of the Preface Plan, several questions obtained regarding its likely effect upon teachers in terms of increased confidence and competence, the most helpful among its dimensions, and its tenability as an alternative for adoption by other urban centers. (See pp. 13-14) Each of these questions respectively can now be answered.

Preface teachers enter the inner-city classroom with an increased sensitivity toward children of the poor and less fear of them, with more confidence and understanding about the job than would have been the case omitting Preface training. That job satisfaction is sustained and in some cases increased over the school year is evidenced by the fact that whereas only eight of twenty-one participants initially elected to teach in a low-income school, the figure was twenty at year's end. It would seem that Preface training can in addition to preparing new teachers for low-income settings also encourage their tenure in such positions.

The most valuable aspects of Preface training are those involving direct experiences with the poverty population such as home visitations, juvenile court attendance and conversations with ADC mothers. The videotape teaching encounter with a sample group of children could possibly be judged as valuable providing there occur adequate teacher preparation for the videotape activity and there be sufficient time alloted for work with the youngsters.

An important factor in the confidence of new teachers stems from the procedure of building support for them into their assigned school. Working with the resource teachers in a collaborative setting, free from evaluative threat, and previous to the classroom assignment, fosters an early relationship of cooperation, mutual effort and cohesion that enables the teacher to later recognize that soliciting help is not an admission of failure, colleague assistance is always available, and therefore to be less reluctant in requesting it.

Like most teachers newly assigned to low-income neighborhoods, the greatest single inclass problem mentioned by Preface participants at mid-year was discipline. But unlike many teachers who cite the management problem as the major reason for requesting a transfer away from the inner city, teachers of this study were, because of ample confidence in other aspects of teaching, able to improve in classroom management, retain effective instruction as more a primary goal than pupil obedience, and at year's end elect to remain as a teacher of less priviledged children -- a rather competent teacher in the estimate of the principals.

The help agent's task of enabling teachers to become better is facilitated by using certain personality and psychological test results depicting the selfhood of a teacher. Such information represents vital matter for the help agent whose suggestions for classroom change should be restricted to behaviors that are consonant with the teacher's mental health.[4*] Much has been written about the organizational resistors to change. As the administrative obstacles decease, it will be necessary to confront the issue of identifying internal resistors, i.e., factors indigenous to the teacher himself that stand in the way of his change and the kinds of change best for him, given his selfhood structure. My hunch, already under investigation, is that teachers who are less self aware, that is persons whose view of themselves is the most discrepant from the view held by their colleague help sources, are probably more resistant to change than are their more self-aware fellows.

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[4*] For a discussion of this issue see "Becoming a Better Teacher", by Robert Strom and Charles Galloway in the Journal of Teacher Education, Fall 1967.

Finally, there is every reason to believe that the Preface approach is a tenable alternative for adoption by other urban centers. The confidence expressed by participants in the Columbus program, their rated competence by responsible administrators, and the election to remain in the low-income neighborhood all offer credence for an optimistic view. Somehow the schools of our great cities must do a better job in educating the poor. And for this goal to eventuate requires that those charged with the responsibility are themselves ready for their task. A large and indeterminate number of teachers each year leave the profession because they feel ill-equipped for the position to which they have been assigned. Our country cannot afford losing them; neither can the children whom they fail to adequately serve. To be sure, many factors influence a teacher's effect. One potentially powerful but relatively undeveloped source of teacher help is inservice training -- within this domain I believe the Preface Plan deserves a place.

## Summary

The problem of this proposal was to fieldtest a novel program of inservice training designated for teachers newly assigned to neighborhoods of low income. The principle questions urged a determination of the program's effectiveness in terms of increasing the level of teacher confidence and competence as well as reaching a judgment about its tenability for adoption by other urban centers. Termed the 'Preface Plan', this program was unique in considering the time factor, when inservice begins, as an important influence in the success of such training.

None of the twenty-one participants, twelve of whom were experienced and nine without previous teaching experience, had ever been assigned to a low-income school. In the Spring of 1966 each had accepted a position in the Columbus schools and were assigned to a low-income setting to commence in the Fall of 1966. Between the time of assignment (Spring 1966) and assumption of classroom duties (Fall 1966), these teachers were exposed to a six-week summer workshop designed to improve their readiness for the Fall -- if you like, a headstart for teachers of disadvantaged children. The six weeks of summer activities included lectures, home visitation, films, juvenile court attendance, teaching small groups of children, speaking with ADC mothers and other experiences.

In order to build in a continuing support for the participants, the five resource teachers with whom they would work during the school year also attended the entire workshop with them. An evaluation at summer's end indicated that the teachers felt more confident than before about the Fall position, less fearful and in possession of greater understanding and sensitivity toward the poverty population. Along with the resource teachers, the participants ranked the direct experiences like conversations with ADC mothers, witnessing juvenile court proceedings and visiting homes as highest in value, while attributing less benefit to program features like discussion of hypothetical issues and lectures.

Throughout the 1966-1967 school year regular visits were made to each of the participants' classrooms by the assigned resource teacher, the building principal and the project director for the purpose of observing and providing assistance. In collaboration these three help sources were sometimes able to devise and suggest alternative behaviors for teachers that resulted in more successful instruction. In this connection the use of personality-psychological test data on each participant was found valuable in terms of keeping the suggestions offered for class change and the teacher's mental health in consonance. In addition to the regular visitations of the school year, inservice meetings were held monthly at The Ohio State University concerning topics about which teachers had expressed some concern.

Although the Preface Plan teachers indicated discipline as their major in-class problem at mid-year, they did not increase disaffection for the classroom or later request transfer as often is the case. On the contrary, between January and June 1967 with inservice help, classroom management did improve and without sacrifice to the goals of instruction. By year's end, 19 of 21 teachers were ranked by their principals as average or above average; and whereas only eight had initially elected to teach in low-income settings, this figure stood at twenty at the end of the project. It would seem that Preface training can in addition to preparing new teachers for low-income settings also encourage their tenure in such positions.

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# Appendix A

## Invitation to Participants

You are invited to participate in the Preface Plan Inservice Training Program, an endeavor unique to Columbus Public Schools. In total there are twenty-one new elementary teachers receiving such an invitation. All of these persons have in common a Fall 1966 inner-city school assignment. Recognizing the difficulties indigenous to educating low-income children and mindful of the school system's responsibility to equip teachers for meeting local needs, the Columbus school administration, in collaboration with The Ohio State University and the U.S. Office of Education, has this year implemented a new concept of inservice training. Known as the Preface Plan, this program is designed to offer new staff the preface of positive experiences that will provide a readiness base for success in low-income neighborhoods.

If you choose to participate in the Preface Plan, your inservice training will begin July 5, 1966 in Columbus. For six weeks from July 5, 1966 to August 12, 1966, you will attend a workshop at The Ohio State University (Monday - Friday, 8:30 a.m. - 3:30 p.m.) during which there will be an opportunity to work directly with small children, observe your teaching on videotape, visit community agencies, learn more about successful instructional techniques and procedures from experienced staff members, do extensive reading about the problems of disadvantaged children and take part in discussion-research groups.

Although transportation fees to Columbus are not provided, you will receive $75 per week for six weeks during the summer program. For those with dependents the weekly pay includes an additional $15. Should you anticipate studying for an M.A. degree, the summer workshop will count for six credit hours (tuition free) subject to admission by the Graduate School.

During the 1966-1967 school year (September - June) you will be released from school one day per month to attend an inservice meeting at The Ohio State University. In addition, throughout the school year there will be consultation service available to you from the project staff.

We hope you can accept the invitation. If so, instructions will be forwarded immediately. In any case, welcome to Columbus!

Sincerely,

Robert Strom
Project Director

# Appendix B

## Description of Each Preface School by Its Principal

### Hamilton School by Principal Kenneth Paul

Hamilton Elementary School is approximately twelve years old. The physical plant of the school is in excellent condition and kept in this manner by good custodians. It is the largest elementary school in the Columbus City School system and when built the area was in a high-average socio-economic community.

The last six years has seen a rapid decline in the people of the area. The high mobility rate has changed the school from 37 per cent to 84 per cent Negro in the past three years. Homes in the area are not kept up as well as in the past and the children attending this school have poor attitudes, attendance problems and lack discipline in their homes.

This school that twelve years ago embodied children from high-average socio-economic homes has drifted to an inner-city school with its needs and problems.

I have been most fortunate to have teachers who are capable and dedicated and who have tried hard to keep pace with the ever-changing status of the children. Because of these fine teachers, we have been able to have a school with good discipline and a curriculum as good as in any inner-city school.

### Dana School by Principal Marilyn Foreman

Dana was built in 1911 with remodeling finished in 1957 and 1962. It is in a low-middle class neighborhood with few landowners. We have a young transcient but enthusiastic staff. Students are poor readers; we have interested parents but there is no followup on schoolwork at home.

### Highland School by Principal Jean F. Emmons

Highland has twenty-six classrooms, a library, a nurse's room, a pupil personnel office and an auditorium-gym. It was built in 1894 with remodeling done in 1950. The student body is bi-racial as is the faculty. The neighborhood is predominantly composed of single family dwellings, some doubles and few apartments.

## Indianola School by Principal Mearl Caskey

Indianola Elementary School is located in The Ohio State University student housing area. The school was built in 1908. It is a three-floor building with 21 classrooms, library, teacher's lounge, cafeteria, auditorium, office and nurse's room. The playground is very limited in size. We have 419 students from the Indianola community extending approximately one mile to the north and one mile to the south of the school. We also have 45 deaf students from all parts of Franklin County. These children are transported by taxicabs.

The school attendance area is in the low-middle socio-economic level and declining. Parents are not as interested as they should be in their children, but they do accept the authority of the school. Yet they do not follow advice of educators. About 10 to 15 per cent are active and interested in the school and their children. The faculty is a fine group of teachers. Over 50 per cent have M.A. degrees and all work together for the best possible educational opportunities for children.

## Trevitt School by Principal Alan C. Trottman

This school was built in 1964 with fifteen rooms for classes on three levels. There is a multi-purpose room with stage, a conference room, nurse's room and a library. The student body is composed of low-income Negro families. These children from these families are from broken homes or are illegitimate in the main. The children live in a federal housing project two and a half blocks from the school.

One of the biggest factors that a teacher will face is a fight which stemmed from one child calling another child's mother some kind of name. The children are quite jealous of what one may receive over another. Toughness is the order of the day. The parents want the children to fight back whenever struck; therefore, an accidental touch, brushing of the arm, or push brings on a slap or strike. But the children when made to work will respond. The children respect the adults in the building and as with all children will respond to firmness and kindness.

## Livingston School by Principal Ray Kessler

Structured in 1901, Livingston School is composed of two large buildings. Several remodelings and new additions have been made to the old structure which houses approximately 600 students and 23 teachers inclusive of a reading improvement teacher and two enrichment teachers. In 1966 the new structure was completed and holds approximately 400 students and 13 teachers inclusive of two enrichment teachers. Low socio-economic student body, fine faculty, wonderful parents, neighborhood average and below.

I think it is wonderful to teach at Livingston. There is much to accomplish in helping these children to raise themselves by their bootstraps.

## Stewart School by Principal Rita Balcom

Our building was built in 1874 and was remodeled in 1953. We have three floors in a brick structure next to a beautiful park.

Our children are children! We have some bright ones, average ones, and some slow learners. For the most part our children are concerned about their school and what is going on in the classroom. They are dependable and responsible youngsters. There are some of our children with multi-problems and their behavior is not acceptable; then our energies are taxed considerably to determine the causes, or rather the sources causing their behavior.

Our faculty are simply the greatest! We work cooperatively for the best interests of our pupils. We strive to improve our instructional methods for the best education possible.

Our parents work well together. Unfortunately, not all of our parents show interest to work in the PTA, but those who do take active parts in our PTA projects. The interest in our PTA group here is on the climb and I am encouraged with the warm enthusiasm which exists.

The school is located in the German Village area which is just thriving! There is much activity in the restoration of homes. The German culture, architecture, brick sidewalks and streets, quaint shops and restraurants really stand out. We have a better group of people moving into our neighborhood and our mobility is down. There is a trend towards more stability. It is exciting to work with so many different kinds of people!

I believe that Stewart offers many challenges to our teaching staff. It is rewarding to work in a happy atmosphere where dedicated teachers strive to work with individuals and try to understand these children. Our philosophy is to take each child where he is and to move forward as best we can. Ongoing evaluation is insisted upon and home visits, parent conferences and knowledge of the home is paramount in getting to know about the home environment. How else can we try to meet individual needs!

## Sullivant School by Principal Doris Carter

Sullivant School is a modern masonry building erected in 1954 to which an addition was built in 1961. There are eighteen classroom teachers plus one enrichment teacher for first grade. There are white and non-white teachers on the staff. The principal and one teacher have the Master of Arts degree.

The majority of students live either in Sullivant Gardens, a low rent Metropolitan Housing Development or Murray Hill Apartments. The latter is being developed by a local building firm financed by FHA loans and all residents are restricted to a certain income. If incomes exceed the maximum established by the government, the residents must move. Many parents receive public assistance. Less than 5 per cent of the parents in the Sullivant School community are homeowners. There is considerable mobility due to the nature of the housing in the community.

The community is gradually reverting to light industry. Several businesses dislocated when the West Mound Freeway was built have resettled around the school particularly on Harmon Avenue. A motor freight terminal is being built next to the school. There are no health facilities in the community, no doctors, drug stores, or dentists. The children are isolated from recreational programs at Gladden Community House or Sunshine Recreation Center by distance or the Freeway. There is one supermarket some distance away.

To be assigned to Sullivant School is a challenging, often very satisfying experience. The needs of the children are no different from those of any children; however praise, encouragement, acceptance, patience are needed in large amounts.

## Sixth Avenue Elementary School by Principal Evelyn W. DeLoache

This school is located in the heart of the industrial district. The parents of the pupils are very cooperative. They seem to, for the most part, have complete confidence in the principal and teachers' ability to do a good job. Their children are fine, and Sixth Avenue has very few cases of truancy and serious misconduct. They are respectful towards their teachers. For the most part they are neat, tidy and seem to be well fed. They seem appreciative of the conditions surrounding the school. I, as principal, feel that Sixth Avenue Elementary School is an ideal school in which to be a teacher. However, we lack a multi-purpose or assembly room. This handicaps our program, somewhat, but we 'make do'.

## Siebert School by Principal Nettie McAllister

Siebert School was originally built in 1888. The entire building was remodeled and an addition of four classrooms made in the late fifties; it is spacious, light, very comfortable. The students are generally speaking low average in ability, coming from low to low average homes economically. Several are from broken homes and many of the others come from poor homes. The neighborhood is an old one, and some of the older 'good' families have stayed on because of conscience, sentiment and roots. Some of the very old and better families have given in and gone to suburbia. As the older people have died, some of their homes have been sold to young families, have been duplexed, or more than one family now occupies the home. There are some older rows of flats and a few new apartment buildings. Parents are generally quite cooperative with only a few quite difficult ones. Children are generally respectful, like the school and teachers. A few are uncooperative. The faculty is a young one. It is generally very good. Siebert is friendly throughout -- teachers, students, parents, everyone!

### Olentangy School by Principal Evelyn Swickard

Olentangy is located in the Columbus Redevelopment Area -- redevelopment stimulated by the building of the freeway and the need for improved housing conditions. We had a mobility index of 94 per cent for 1965-1966, which involved 200 children moving in or out of the school attendance area. A teaching staff of six serves children in Grades k-6 plus one teacher serving a special class. Olentangy is used by the Council for Retarded Children to educate 92 retarded children. Approximately 10 classrooms are used by the Council. The school was built in 1922 and was remodeled in 1963. The student body is noisy and poorly supervised. Our faculty is average in competence but lacks experience in teaching. As for parents and neighborhood, they are quarrelsome and have no PTA group.

## Appendix C

### Population Statistics for Each Preface School

| Elementary School | Total Preface Teachers | Total Faculty Population | Total Pupil Population | Pupil Percentage | | |
|---|---|---|---|---|---|---|
| | | | | White | Negro | Other |
| Dana | 1 | 21 | 587 | 99 | 1 | - |
| Hamilton | 1 | 32 | 1,080 | 16 | 84 | - |
| Highland | 2 | 26 | 810 | 38 | 61 | 1 |
| Indianola | 1 | 14 | 419 | 95 | 4 | 1 |
| Livingston | 2 | 34 | 1,007 | 55 | 45 | - |
| Olentangy | 1 | 8 | 193 | 94 | 6 | - |
| Siebert | 3 | 17 | 545 | 99 | 1 | - |
| Sixth Avenue | 3 | 9 | 304 | 20 | 80 | - |
| Stewart Avenue | 3 | 12 | 372 | 99 | 1 | - |
| Sullivant | 2 | 19 | 503 | 53 | 47 | - |
| Trevitt | 2 | 11 | 279 | 1 | 99 | - |

## Appendix D

### Grade Level Enrollment Figures for the Preface Participants' Classroom

| Kindergarten[a] | Negro | White | Total |
|---|---|---|---|
| Dana | 0 | 54 | 54 |
| Highland | 36 | 12 | 48 |
| Siebert | 0 | 75 | 75 |
| Sixth Avenue | 43 | 10 | 53 |
| Sullivant | 22 | 14 | 36 |
| Sullivant | 20 | 14 | 34 |
| **Grade 1** | | | |
| Highland | 25 | 7 | 32 |
| Indianola | 3 | 20 | 23 |
| Siebert | 0 | 30 | 30 |
| Sixth Avenue | 30 | 1 | 31 |
| Trevitt | 22 | 0 | 22 |
| **Grade 2** | | | |
| Stewart Avenue | 0 | 26 | 26 |
| **Grade 3** | | | |
| Livingston | 12 | 14 | 26 |
| Siebert[b] | 0 | 25 | 25 |
| Sixth Avenue | 31 | 1 | 32 |
| Stewart Avenue | 1 | 27 | 28 |
| Stewart Avenue | 0 | 28 | 28 |
| **Grade 4, 5** | | | |
| Olentangy[c] | 6 | 30 | 36 |
| **Grade 6** | | | |
| Hamilton | 26 | 6 | 32 |
| Livingston | 9 | 22 | 31 |
| Trevitt | 33 | 0 | 33 |
| TOTAL | 319 | 416 | 735 |

a - Since all kindergartens operate double sessions, the kindergarten figures include morning and afternoon enrollments.

b - Second and third grade combination class

c - Fourth and fifth grade combination class

## Appendix E

## Letter to Parents of Student Participants

Dear Parent:

The Ohio State University in cooperation with the Columbus Public Schools is operating a summer program to help beginning teachers to better serve children. Since the program is sponsored by the University and not the Columbus Public Schools, we want you to understand this is not a school project. Insurance will be purchased for your child by the university.

The Ohio State University will be responsible for picking up your child in front of Milo School at 9:00 a.m. on days the program is in effect and returning him at 3:30 p.m. Your child will be responsible for getting to the school before 9:00 a.m. and home again after 3:30 p.m.

Your child will have an enriched learning experience including going to lunch with the teachers to a different restaurant each day. Students will have experiences with reading, arithmetic, aesthetic appreciation, etc.

Two groups of children will be involved -- each for one week. If your child is in grades 1 to 3, he will be attending a session from July 25 to July 29. If your child is in grades 4 to 6, he will be attending the week of August 1 to August 5.

Sincerely,

| | |
|---|---|
| Joseph Dupuis | Robert Strom |
| Milo Principal | Project Director |

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____________________________ has my permission to attend the summer program sponsored by The Ohio State University. I understand transportation to and from the University will be provided and lunch will be provided. Since this is a program sponsored by The Ohio State University, I understand the Columbus Public Schools are not responsible for any aspect of this summer activity.

____________________________
Parent Signature

## Appendix F

## Teacher Strategy Schedule

| Task Orientation of Teacher Expectation | Informs or Tells | Asks or Solicits | Shows or Demonstrates | Appraises or Evaluates |
|---|---|---|---|---|
| 1. Ego Deflation | | | | |
| 2. Ego Inflation | | | | |
| 3. Threatens | | | | |
| 4. Promises | | | | |
| 5. Structures | | | | |
| 6. Assigns | | | | |
| 7. Assists | | | | |
| 8. Conveys enthusiasm | | | | |
| 9. Encourages confidence | | | | |
| Ideational Content of Teacher Expectation | | | | |
| 10. Memory | | | | |
| 11. Convergent | | | | |
| 12. Divergent | | | | |

## Appendix G

## Interaction Index Observation Sheet

**Questions**

1. Analyzes
2. Synthesizes
3. Speculates
4. Defends
5. Reviews
6. Reminds

**Informs**

7. Analyzes
8. Synthesizes
9. Speculates
10. Defends
11. Reviews
12. Reminds

**Evaluates**

13. Discusses
14. Tests
15. Approves
16. Verifies
17. Corrects
18. Interrupts
19. Criticizes
20. Ignores

| Teacher | Pupil | C* | P** |
|---|---|---|---|
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*Both teacher and pupil behaviors are recorded by code in chronological order. A tally is placed in the C column opposite the code record whenever control is more the issue than task.

**A tally is placed in the P column opposite the code record whenever personal experience is cited as a reference for statements made.

## Appendix H

## Columbus Public Schools
## An Evaluation of Professional Growth and Teaching Service

### A. Purpose of the evaluation

Columbus is vitally interested in the quality of instruction in its schools. To maintain and improve this quality, a committee of teachers and administrators has developed this instrument to evaluate teaching services. This instrument has been designed for the teacher to make frequent self-evaluation of his own strengths and weaknesses. It is also intended to be used as the basis for a conference between the principal and teacher. This technique should result in an improvement of instruction and inservice training.

### B. Conditions for evaluation

1. The teacher shall make a self-evaluation.
2. The principal shall make an evaluation in all areas in which he feels qualified.
3. When these two evaluations have been made, the principal and teacher shall meet together for the purpose of studying the evaluations.
4. As an alternative to the three steps listed immediately above, the teacher may complete the evaluation form first and have the principal make his evaluations on the same sheet.
5. New teachers shall be evaluated each year until tenure is granted.
6. Teachers new to the building shall be evaluated their first year in the building.
7. Teachers may request an evaluation at any time.
8. Teachers who in the opinion of the administration need special help or merit special recognition shall be evaluated.
9. Directors and supervising principals shall not participate in the evaluation.
10. The instrument is designed for self-evaluation and cooperative evaluation between principal and teacher not teacher and teacher.

### C. Disposal of the blank after evaluation

1. Evaluations of non-tenure teachers should be sent to the assistant superintendent, personnel.
2. Since the primary purpose of the instrument is self-improvement, the principal's evaluation of tenure teachers shall be destroyed in the presence of the teacher at the close of the conference. The teacher may dispose of his personal copy at his own discretion.
3. Tenure teachers may request that the evaluation be filed in their folders at the Administration Building for future reference.

### D. Difference of opinion

Provision should be made for the transfer of teachers who feel that the evaluation was not fair and just because of personality differences.

Teacher______________ Date______ Grade or Subject_____ School_________

The dual code employed in this evaluation was deliberately adopted in order to give the teacher more ease in evaluating himself. The teacher's code is subjective while the principal's is objective. Checking in this fashion should not cause concern regarding the difference between the checks, nor the interpretation others may place upon them.

Code for self evaluation:

+ = one of my stronger characteristics
/ = neither one of my strongest, nor one of my weakest characteristics
- = one of my weaker characteristics

Code for principal's evaluation:

O = Outstanding
S = Successful
G = Shows growth
H = Needs help
U = Unsatisfactory

Personal Qualities

___ ___ Shows a genuine enthusiasm for the job.
___ ___ Understands and likes children.
___ ___ Possesses a genuine desire to be a successful teacher.
___ ___ Is well poised; displays mental and emotional stability.
___ ___ Has a happy mental attitude and a sense of humor.
___ ___ Is reasonable, fair, and impartial in dealings with pupils.
___ ___ Is dependable; follows through on an assignment until it is finished.
___ ___ Uses effective oral expression in a well modulated voice.
___ ___ Dresses appropriately; is neat and well groomed; has good posture.
___ ___ Respects human relationships; is free from bias and prejudice.
___ ___ Displays self confidence tempered with humility.
___ ___ Shows judgment and tact.
___ ___ Has physical strength to meet demands.

Professional Qualities

___ ___ Is a firm believer in our American way of life and promotes an understanding of our heritage and our freedoms.
___ ___ Possesses an understanding of and faith in our American system of public education.
___ ___ Maintains a cooperative and harmonious relationship with co-workers.
___ ___ Does a continuous job of self-evaluation and tries to strengthen obvious weaknesses.
___ ___ Adheres to the accepted ethical standards of the profession.
___ ___ Participates adequately in activities designed to meet the needs of his particular school.
___ ___ Accepts responsibility willingly both inside and outside the classroom.

__ __ Assumes his just share of community financial responsibilities.

__ __ Has a cooperative approach toward parents.

__ __ Possesses a loyalty to the school system, the local administration, and the school program in community relationship.

__ __ Complies with rules and administrative requests.

__ __ Accepts willingly a change in assignment when organization demands.

__ __ Understands his program in relation to the program of the entire school.

__ __ Accepts constructive criticism and suggestions graciously.

__ __ Is accurate and punctual in completing school records and reports.

__ __ Cooperates in parent-teacher-association activities.

## Teaching Performance

__ __ Maintains a warm and friendly atmosphere which promotes pupil confidence without loss of dignity.

__ __ Disciplines in a quiet, dignified, fair, and positive manner while helping each pupil achieve self control; maintains a balance between individual freedom and responsible behavior.

__ __ Believes in the importance of the individual and provides for individual differences.

__ __ Encourages and guides pupils toward appropriate goals and helps them in evaluating their achievements.

__ __ Uses a variety of instructional methods to create interest, maintain attention and encourage self-direction.

__ __ To motivate pupils, assigns an adequate amount of meaningful homework and provides for adequate pupil participation in class activities.

__ __ Shows skill in organizing classroom activities.

__ __ Avoids the use of sarcasm in dealing with pupils.

__ __ Possesses a thorough understanding of his subject area.

__ __ Is willing to give additional time to the pupil who needs help.

__ __ Utilizes techniques that challenge pupils to think for themselves; assigns adequate written work for students.

__ __ Designs and administers frequent examinations so as to stimulate the pupil's learning experience and evaluate his progress.

__ __ Shows evidence of a long-range but flexible program anticipating needs and interests.

__ __ Arranges the physical properties of the classroom attractively for a desirable learning environment.

__ __ Helps pupils to recognize, develop, and live by moral and spiritual values.

Teacher's Signature

Principal's Signature